

**The origins, course and
effects of the First World
War, 1905–1923**

WWI

Harold M. Hutchings

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Learning Standards in this book are “DIMENSION 2. Applying Disciplinary Concepts and Tools” in the subject of History from *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* published by the **National Council for the Social Studies (NCSS)**, Silver Spring, Maryland USA. Learning Objectives in each chapter are aligned with the Standards indicated in each chapter.

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Preface

Dear Reader,

As a high school history teacher, I have spent many years in the classroom, sharing my passion for history with students and helping them navigate the rich and complex narratives that have shaped our world. Over time, I have developed a collection of class notes that not only serve as a guide through the curriculum but also aim to make history come alive for my students. It is with great pleasure that I present this book, a compilation of those notes, to both my colleagues and students.

To my fellow educators, while there are many other great, and highly detailed textbooks available to use, this book is intended as a resource to enhance your own strategies when teaching this topic. The notes and explanations within these pages have been crafted and refined through countless lessons, discussions, and feedback from students. My hope is that you will find these topics useful in your own classrooms, whether as a supplement to your existing material or as inspiration for new ideas to teaching history. Sharing these notes is my way of contributing to our collective goal of providing the best possible education to our students.

To the students, this book is designed to be a companion on your journey through history. It is my hope that these notes will help you take better, more organized notes in class and provide a reliable reference for

reinforcement of the material. Whether you are revisiting a topic covered in class, catching up on missed content, or preparing for exams, I trust that this book will serve as a valuable tool in your academic success. The notes are presented in a way that mirrors how I teach, making it easier for you to connect what you read here with our classroom discussions.

The overarching goal of this book is to enrich the learning environment. By making these notes accessible, I aim to bridge gaps, clarify concepts, and provide a deeper understanding of history's many facets. I believe that by sharing our knowledge and resources, we can create a more engaging and supportive educational experience for everyone involved.

Thank you for joining me on this journey. I am excited to see how these notes will be used and adapted in your own learning and teaching experiences.

Warm regards,

Mr. Hutchings

High School History Teacher

Histological Viewpoints: Interpretations of World War I

World War I, a major conflict that reshaped the world in the early 20th century, is a crucial chapter in history. For students studying this era, engaging with different historiographical viewpoints is essential. These perspectives offer various interpretations and analyses, providing a deeper and more comprehensive understanding of World War I.

Understanding Historiographical Viewpoints

Historiographical viewpoints help students recognize that history is not just a series of fixed facts but is subject to interpretation. Different historians have different ways of understanding and explaining the events and causes of World War I. For instance, a Marxist historian might emphasize the conflict between economic systems, viewing the war as an inevitable clash of imperialist ambitions. In contrast, a revisionist historian might focus on the aggressive policies of specific nations as a primary cause. By examining these different interpretations, students learn that history is complex and that multiple perspectives can coexist.

Enhancing Critical Thinking and Analytical Skills

Engaging with various historiographical viewpoints also enhances critical thinking and analytical skills. When students are exposed to different perspectives on World War

I, they are encouraged to compare and contrast these viewpoints, assess the evidence supporting each one, and develop their own informed opinions. For example, comparing the orthodox view, which blames specific nations for the war, with the revisionist view, which criticizes broader systemic issues, helps students understand the strengths and weaknesses of each argument. This process fosters a more nuanced understanding of World War I and teaches students to think critically about historical narratives.

Recognizing Subjectivity and Bias in Historical Writing

Historiographical viewpoints teach students about the subjectivity and bias inherent in historical writing. Every historian has their own perspective, influenced by their background, culture, and personal beliefs. Recognizing these biases helps students read historical texts more critically. For example, understanding that a historian writing during World War I might have different biases than one writing decades later allows students to see how historical interpretations can change over time. This awareness of bias and subjectivity is crucial for developing a critical approach to studying history.

Broadening Perspectives Through Diverse Historiographical Schools

Studying different historiographical schools also broadens students' perspectives by exposing them to diverse ways of understanding World War I. This includes political, economic, social, and cultural histories. For instance,

learning about the Annales School, which focuses on long-term social structures, can complement the more event-driven political histories of World War I. By exploring different aspects of the war, such as its impact on everyday life in various countries, students gain a fuller picture of the era and its consequences.

Developing Research Skills

Historiographical study develops research skills by encouraging students to engage with a wide range of sources and methodologies. Understanding historiography involves reading secondary sources critically and situating them within broader scholarly debates. For example, a student researching the causes of World War I might examine how interpretations have shifted over time, from early accounts focusing on alliances and militarism to later studies highlighting economic and social factors. This process helps students learn to navigate and synthesize complex historiographical debates, making them more adept researchers.

Evolving Historiographical Perspectives

Students learn that historiography itself evolves. This helps them understand how historical interpretations are influenced by contemporary events and trends in scholarly thought, showing the dynamic nature of historical study. For instance, the shift from traditional diplomatic histories of World War I to the inclusion of social and cultural histories reflects broader changes in academic focus and societal

interests. This evolution demonstrates that history is not static but is constantly being reinterpreted and reassessed considering new evidence and perspectives.

Contributing Original Insights

By understanding historiographical debates, students are encouraged to contribute original insights and perspectives. Recognizing gaps or biases in existing historiography can inspire new research questions and innovative approaches. For example, a student who notices that certain marginalized groups are underrepresented in the historiography of World War I might choose to focus their research on these groups, contributing to a more inclusive historical narrative.

Common Historiographical Schools of Thought

Interpretation of the Marxist School of History on WWI

The Marxist interpretation of World War I views it as an imperialist conflict driven by the economic interests of capitalist states. According to this perspective, the war was a result of competition among capitalist nations for colonies, markets, and resources. Marxist historians argue that the war served the interests of the ruling classes in these countries, who sought to expand their economic power at the expense of the working classes, who bore the brunt of the fighting and suffering.

"World War I was an imperialist war, a war for the redivision of the world, for the partition and repartition of colonies, of spheres of influence of finance capital."

Lenin, Vladimir. *Imperialism, the Highest Stage of Capitalism*. International Publishers, 1939.

Criticism of the Marxist School's Historical View

Critics of the Marxist interpretation argue that it overly simplifies the causes of World War I by focusing primarily on economic factors and class struggle, while neglecting other significant aspects such as nationalism, political alliances, and individual decision-making. This perspective may also overlook the complexities and diverse motivations of the nations and individuals involved.

"The Marxist interpretation reduces the complexities of World War I to economic determinism, ignoring the powerful forces of nationalism and the intricate web of alliances that played crucial roles in the outbreak of the war."

Ferguson, Niall. *The Pity of War: Explaining World War I*. Basic Books, 1999.

Interpretation of the Annales School of History on WWI

The Annales School of history, known for its emphasis on long-term social, economic, and cultural factors, approaches World War I by exploring the broader contexts and underlying structures that contributed to the conflict. This school of thought often

focuses on demographic changes, economic conditions, geographic factors, and the mentalities of the populations involved. Instead of viewing the war solely through the lens of political or military events, Annales historians consider how deep-seated historical processes and structures shaped the circumstances leading to and during the war.

"World War I cannot be understood merely as a series of military engagements; it must be seen in the context of the long-term social, economic, and cultural changes that transformed European society in the decades leading up to the conflict." Braudel, Fernand. *The Perspective of the World*. Harper & Row, 1984.

Criticism of the Annales School's Historical View

Critics argue that the Annales School's emphasis on long-term structures and underlying processes can sometimes obscure the significance of immediate causes, political decisions, and the roles of individual actors. This approach may overlook the specific political and diplomatic actions that directly led to the outbreak of the war.

"The Annales School's focus on *longue durée* and underlying structures tends to marginalize the impact of specific political events and decisions, such as the July Crisis, which were crucial in the outbreak of World War I."

Keegan, John. *The First World War*. Alfred A. Knopf, 1998.

Interpretation of the Postmodern School of History on WWI

The Postmodern School of history emphasizes the subjective nature of historical narratives, questioning the possibility of an objective or singular truth about past events. In the context of

World War I, postmodern historians focus on the various ways in which the war has been represented and understood over time. They analyze the narratives, discourses, and cultural productions that have shaped public memory and historiography of the war. This approach often highlights the role of language, power structures, and ideology in constructing historical knowledge and explores how different groups have created and contested meanings surrounding the war.

"World War I is not merely a historical event but a contested narrative, constructed and reconstructed through the lenses of various cultural, political, and ideological contexts."

Winter, Jay. *Sites of Memory, Sites of Mourning: The Great War in European Cultural History*. Cambridge UP, 1995.

Criticism of the Postmodern School's Historical View

Critics argue that the Postmodern School's emphasis on relativism and the constructed nature of history can lead to a denial of objective facts or truths about historical events. This perspective may be seen as undermining the possibility of historical knowledge or making it difficult to establish any coherent understanding of the past.

"The postmodern approach to World War I, with its focus on the subjectivity of narratives, risks relativizing all historical knowledge to the point where the actual events and their real-world consequences are obscured or denied."

Evans, Richard J. *In Defence of History*. W.W. Norton & Company, 1999.

Interpretation of the Social School of History on WWI

The Social School of history focuses on the societal dimensions of historical events, including the experiences and contributions of ordinary people, social structures, and the impact on various social groups. In the context of World War I, this approach emphasizes the war's effects on soldiers, civilians, families, and communities. It explores issues such as class, gender, and ethnicity, and examines how these factors influenced experiences during the war. The Social School often highlights the transformative social changes brought about by the war, including shifts in social roles, labor dynamics, and the impact on social norms and policies.

"World War I was not just a military conflict but a profound social upheaval that reshaped the lives of millions, from soldiers in the trenches to women entering the workforce, altering societal structures and expectations."

Marwick, Arthur. *The Deluge: British Society and the First World War*. Palgrave Macmillan, 1965.

Criticism of the Social School's Historical View

Critics argue that the Social School's emphasis on social structures and experiences can sometimes lead to an underappreciation of political and military dimensions of historical events. This focus may overlook the roles of leadership, strategy, and political decisions that were crucial in shaping the course and outcomes of the war.

"While the social impacts of World War I are significant, an exclusive focus on these aspects can obscure the importance of political and military leadership and strategy in understanding the war's broader dynamics and outcomes."

Strachan, Hew. *The First World War: Volume I: To Arms*. Oxford UP, 2001.

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Chapter 1 - The alliance system and international rivalry, 1905–14

Important Keywords

Alliance

Triple Alliance

Triple Entente

Imperialism

“The war was decided in the first 20 days of fighting. All that happened afterwards consisted in battles which, however formidable and devastating, were but desperate and vain appeals against the decision of Fate.”

Winston Churchill

Learning Standards:

Change, Continuity, and Context

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Perspectives

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

Historical Sources and Evidence

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

Causation and Argumentation

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

Learning Objectives:

1. Analyze the Assassination of Archduke Franz Ferdinand

- a. Explain the significance of the assassination of Archduke Franz Ferdinand on June 28, 1914, and how it served as the catalyst for World War I.
- b. Describe the chain of events that led to the outbreak of the war one month after the assassination.

2. Understand the Consequences of World War I

- a. Discuss the major consequences of World War I, including the dissolution of four great empires and the creation of many new nations.
- b. Examine how the war led to the rise of social movements such as internationalism and fascism, and how these movements reshaped the global political landscape.

3. Evaluate Technological Advances Spurred by the War

- a. Identify key technological advancements that emerged during World War I, such as tanks, diesel fuel, bombers, fighters, and large planes poised to become the first airliners.
- b. Assess the impact of these technological advancements on the war and on future conflicts.

4. Assess the Human Cost of World War I

- a. Estimate the human cost of World War I, including the number of casualties and soldiers killed.
- b. Explore the reasons behind the high human cost, considering the early 20th century's revolutionary sentiments, strikes, labor unrest, and nationalism.

5. Examine the Dream of a German Europe

- a. Explain the idea of a German-dominated Europe in the early 20th century, and how Prussia's victory over France in 1871 contributed to this vision.
- b. Analyze how Germany's industrial and cultural dominance influenced the political landscape of Europe by 1914.

6. Investigate the Weaknesses of the Austro-Hungarian Empire

- a. Describe the internal challenges faced by the Austro-Hungarian Empire, including mismanagement and the rise of nationalism within its multi-ethnic states.
- b. Discuss the impact of the 1908 annexation of Bosnia and Herzegovina on the relationship between Austria-Hungary and Serbia, and the resulting anti-Austrian sentiment among the Slavic nations.

7. Explore the Complexity of European Alliances

- a. Identify the key alliances formed before World War I, including the Triple Alliance (Germany, Austria-Hungary, Italy) and the Triple Entente (France, Britain, Russia).
- b. Analyze how the intricate web of alliances and rivalries between European powers contributed to the volatile environment that led to the war.

8. Understand the German and British Naval Race

- a. Explain the significance of the naval race between Germany and Great Britain, and how Kaiser Wilhelm II's decision to build a navy strained relations with Britain.
- b. Assess the impact of this naval competition on the defense budgets and military strategies of both countries, and how it influenced the broader European alliances.

9. Summarize the Catalysts of World War I

- a. Summarize the various factors that led to the outbreak of World War I, including nationalism, mismanagement, revolutionary sentiments, and the assassination of Archduke Franz Ferdinand.

- b. Reflect on the interconnectedness of these factors and how they created a volatile environment that ultimately led to one of the deadliest conflicts in human history.

10. Analyze the Formation and Impact of Key Alliances

- a. Discuss the formation of the Triple Alliance and the Triple Entente, and how these alliances aimed to achieve mutual defense and balance of power.
- b. Evaluate the role of these alliances in escalating tensions and leading to the widespread involvement of multiple countries in World War I.

The Ignition of World War I: Catalysts, Consequences, and Complexities

The Assassination of Archduke Franz Ferdinand

On June 28, 1914, Archduke Franz Ferdinand was assassinated. This event is often considered the catalyst for the First World War, which began a month later on July 28, 1914. The war, also known as the Great War or the War to End All Wars, had profound consequences that affected almost every person and country on earth. Four great empires ceased to exist, many new nations were born, and the world saw a surge in social movements such as internationalism and fascism, which forever changed the political landscape.

Consequences and Technological Advances

The consequences of the Great War were massive. The war led to the dissolution of four great empires and the birth of numerous new nations. Additionally, the war spurred the growth of many social movements that reshaped the global

political landscape. Technologically, the war accelerated advancements. While cars and planes existed before the war, by 1918, innovations such as tanks, diesel fuel, bombers, fighters, and large planes poised to become the first airliners had emerged.

The Human Cost

The human cost of the war was staggering. Although precise records are elusive, it is estimated that the war resulted in close to 40 million casualties, including nearly 10 million dead soldiers, in a world whose population was only a quarter of what it is today. This leads us to question why the Great War occurred and why it was pursued. The early 20th century was marked by a plethora of revolutionary sentiments, strikes, violent labor unrest, and intense nationalism, all of which contributed to the outbreak of the war.

The Dream of a German Europe

One of the significant themes of the early 20th century was the idea of a German-dominated Europe. Prussia, and later a unified Germany, had emerged as a leading power after defeating France under Bismarck in 1871. By 1914, Berlin was considered the cultural capital of Europe, attracting scholars and intellectuals from across the continent. Germany had replaced England as the industrial giant of Europe, and many people envisioned a German Europe or a multinational German commonwealth. This commonwealth could protect itself from England or the US, import raw

materials from France and Scandinavia, and potentially have colonies in North Africa or the Middle East.

The Austro-Hungarian Empire's Weakness

For Germany to achieve its ambitions, it needed to work with its German-speaking neighbor, Austria. However, the Austro-Hungarian Empire was unstable due to serious mismanagement issues. Austria was out of step with the rest of Europe, which was experiencing a surge in nationalism. Emperor Franz Josef, who had been on the throne since 1848, was 84 years old and made questionable decisions, such as the 1908 annexation of Bosnia and Herzegovina. This decision angered many, particularly Bosnia's neighbor, Serbia, and led to widespread anti-Austrian sentiment among the Slavic nations of the Balkans.

The Complexity of European Alliances

The situation in Europe was complex, with a constantly shifting system of alliances. Germany and Austria-Hungary were part of the Triple Alliance, which also included Italy. However, Italy was not a reliable ally. Germany and France had a history of conflict, exacerbated by the Franco-Prussian War. France and England were allies, yet there were contingency plans for France to invade England and vice versa. The German Empire was friendly with the Ottoman Empire, and Russia, which supported Serbia and other Slavic peoples, was opposed to both Austria-Hungary and the Ottoman Empire. This intricate web of alliances and enmities created a volatile environment.

The German and British Naval Race

The relationship between Germany and Great Britain was unique. Despite mutual admiration, Germany's decision to build a navy designed to challenge Britain was a significant mistake. Kaiser Wilhelm II's determination to build up the German navy, despite the German people's lack of interest in war, strained relations with Britain. The German navy took up a third of the defense budget, limiting Germany's ability to fight a two-front war against France and Russia. This naval race led Britain to out-build the German navy and strengthen its alliances with France and Russia.

Summary

The assassination of Archduke Franz Ferdinand set off a chain of events that led to the First World War. The war had profound and far-reaching consequences, transforming the global political landscape and accelerating technological advancements. The intricate alliances and rivalries between European powers, coupled with intense nationalism and mismanagement, created a volatile environment that ultimately led to one of the deadliest conflicts in human history.

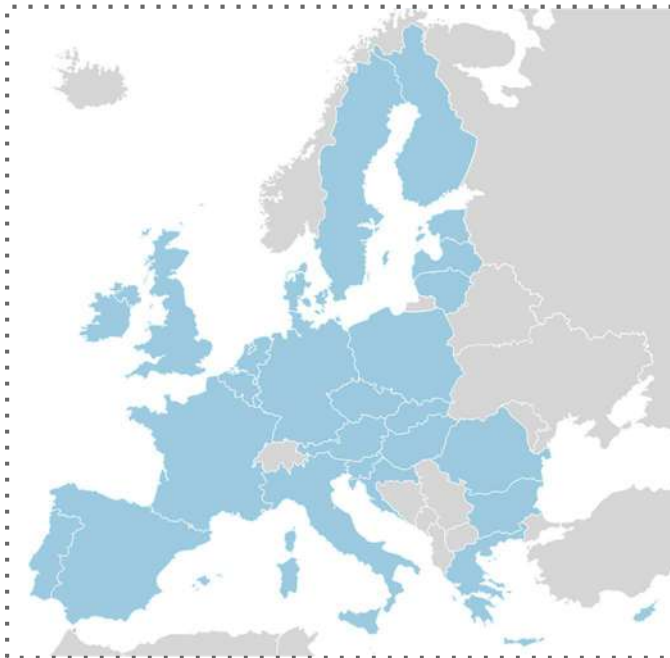
1.1 The system of alliances and ententes before 1914, including the Triple Alliance and the formation of the Triple Entente

Countries that formed **THE TRIPLE ALLIANCE**.

- Germany
- Austria-Hungary
- Italy

Countries that formed **THE TRIPLE ENTENTE**.

- France
- Britain
- Russia



One of the primary causes of the First World War was the formation of alliances. The purpose of an alliance is for countries to collaborate to achieve a common goal. Through alliances, countries can help each other and fill each other's gaps and weaknesses.

Countries that formed **THE FRANCO-RUSSIAN ALLIANCE**.

- France
- Russia

THE TRIPLE ALLIANCE, 1882. Germany and Austria-Hungary, being two of the Central Powers at the time, formed a prior alliance in 1879 before Italy joined them in 1882. The three countries worried that France would launch an attack. In the event of an attack against any of them, they committed to assisting each other as allies. However, as individual countries, they had self-serving motives and goals they wanted to achieve from being part of the alliance.

AUSTRIA-HUNGARY was one of the most powerful nations in Europe. As a multi-national state, it faced difficulties in consolidating the nations in its territory. To achieve their goal of conquering the Balkan territory, they had to ally with Germany.

GERMANY, being a newly united nation in 1871, sought to capture more territory, particularly part of Austria-Hungary. The way Germany planned to do that was to first help Austria-Hungary seize territory in the Balkans.

ITALY, despite being a major enemy of Austria-Hungary in the past, recognized it had to join the Triple Alliance to achieve its own goal of setting up colonies in parts of Turkey, Greece and the Balkan region.

CONFLICT OF INTEREST. The renewal of the alliance in 1887 included Germany's support for Italy's plans to colonize the Balkan territory. Italy's colonial ambitions conflicted with Austria-Hungary's because the latter also sought to possess territory in that region. Even with German Chancellor Otto von Bismarck intervening to pressure Austria-Hungary into settling Balkan land disputes with Italy, the two countries did not resolve their conflict of interest.



ITALY'S SECRET ALLIANCE. While still part of the Triple Alliance, Italy made a secret agreement with France on 1 November 1902, guaranteeing their neutrality in the event Germany attacked France.

The alliance was periodically renewed until it officially lapsed in 1915 during the First World War. Italy

entered the war as an enemy of Germany and Austria-Hungary.

FRANCO-RUSSIAN ALLIANCE. Upon the expiration of the Reinsurance Treaty between Germany and Russia in 1890, France and Russia gradually grew close as nations, much to the dismay of the alliances formed by Germany. France and Russia had the common goal of opposing Germany and formed the Franco-Russian Alliance in 1894.

THE TRIPLE ENTENTE¹. On 31 August 1907, Great Britain, Russia and France formed the Triple Entente, which then became the Allied Powers in the First World War. ‘Entente’ is French for ‘agreement’. The Triple Entente developed mainly from:

- The Franco-Russian Alliance of 1894;
- The Anglo-French Entente Cordiale of 1904; and
- The Anglo-Russian Convention of 1907.

THE ENTENTE CORDIALE.² Great Britain and France signed the Entente Cordiale not to be defense allies but to end their colonial rivalry and centuries of sporadic conflict.

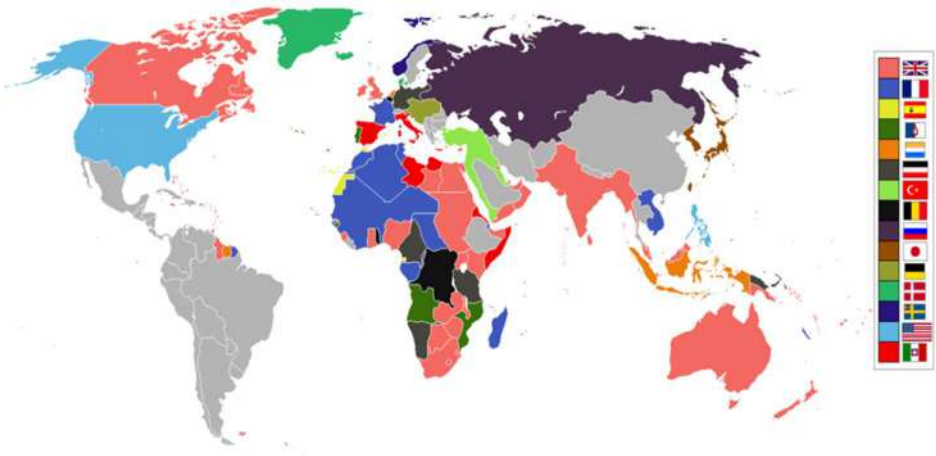
¹ **Triple Entente:** Formed by Great Britain, France, and Russia in 1907, this alliance counterbalanced the Triple Alliance, leading to the formation of the Allied Powers during World War I.

² **Entente Cordiale:** The 1904 agreement between Great Britain and France ended long-standing colonial disputes and improved diplomatic relations, though it did not initially include military commitments.

THE ANGLO-RUSSIAN CONVENTION.³ To establish and respect their boundaries in Central Asia, Great Britain and Russia signed the Anglo-Russian Convention of 1907.

1.2 Economic, imperial and military causes of international rivalry

COLONIAL EMPIRES IN 1914



³ **Anglo-Russian Convention:** This 1907 agreement between Great Britain and Russia delineated their respective spheres of influence in Central Asia, reducing the likelihood of conflict between them.

HISTORICAL CONTEXT

Prior to direct colonial rule, European nations began with chartered trading companies in exploration of colonial areas.⁴ By the early 17th century, Britain, France and Holland had East India companies which controlled the colonies. For example, Britain ruled its colonies through native princes and local troops.

By the late 19th and early 20th century, European powers including England, Holland, France, Russia, Spain, Portugal and Germany became dominant colonial empires.

Among the leading motives of colonial rivalry was the chance to earn unlimited profit through trade and commerce.

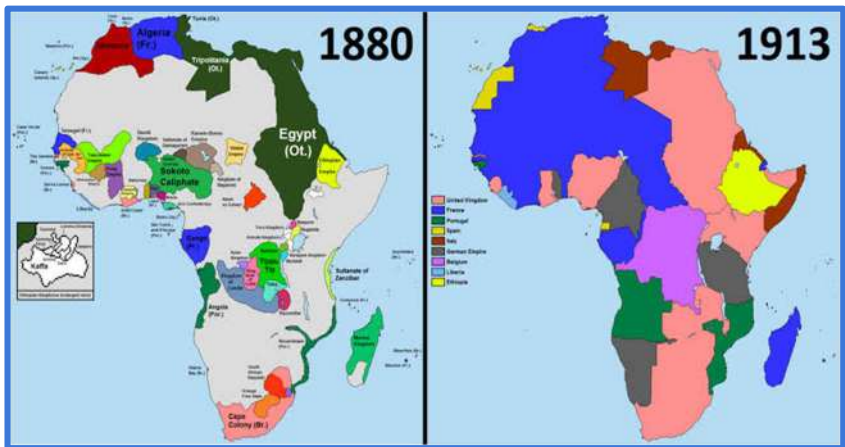
Such economic imperialism⁵ led to international rivalry of European powers.



Imperialism is the process by which one state, with superior military strength and more advanced technology, imposes its control over the land, resources and population of the less-developed region.

⁴ **Colonial Empires in 1914:** By the onset of World War I, European powers had established vast colonial empires, driven by economic, military, and strategic motivations.

⁵ **Economic Imperialism:** The pursuit of profit through trade and commerce was a major driving force behind European colonial expansion and the resulting international rivalries.



Map showing colonial Africa

Glossary of Terms

Alliance - An association formed by two or more countries for the purpose of benefitting from each other in times of need.

Triple Alliance - The alliance made between Great Britain, France and Russia before the outbreak of the First World War.

Triple Entente - An agreement between Germany, Austria-Hungary and Italy before and during the First World War.

Imperialism - A process by which one state, with superior military strength and more advanced technology, imposes its control over the land, resources and population of the less-developed region.

Thinking Time

Based on your understanding of WWI-era alliances, map the **alliance system** made before, and during, the First World War. Discuss the significance of alliances for the outbreak of the war.



Identify the alliances formed by each of the countries represented by the flags below.



Chapter 2 - The growth of tension in Europe, 1905–14

Important Keywords

Balkan Region

Anglo-German Naval Race

Greater Serbia

Pan-Slavism

“One day the great European War will come out of some damned foolish thing in the Balkans.”

Otto von Bismarck

Learning Standards:

Change, Continuity, and Context

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Perspectives

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.

Historical Sources and Evidence

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

Causation and Argumentation

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

Learning Objectives:

- 1. Analyze the Role of Colonial Rivalry and Alliances**
 - a. Explain how colonial rivalry led to the formation and strengthening of alliances among European powers by 1907.
 - b. Identify the key alliances formed before World War I, such as the Triple Alliance and the Triple Entente, and discuss their significance.
- 2. Examine the Strategic Importance of the Balkans**
 - a. Describe the geographic and strategic importance of the Balkans in the context of European and Ottoman empires.
 - b. Analyze the impact of the decline of Ottoman rule on the interests and actions of Western European powers in the Balkans.
- 3. Understand European Powers' Intentions in the Balkans**
 - a. Explain the different objectives of European powers, such as Russia, Britain, and Austria-Hungary, in the Balkans.
 - b. Discuss the significance of Austria-Hungary's annexation of Bosnia and Herzegovina in 1908 and its impact on regional tensions.
- 4. Explore the Balkan Wars and Their Consequences**
 - a. Describe the formation of the Balkan League and its goals in the First Balkan War of 1912.
 - b. Analyze the outcomes of the First and Second Balkan Wars, focusing on territorial changes and their impact on Serbia and other Balkan nations.
- 5. Investigate the Rise of Serbian Nationalism and Pan-Slavism**

- a. Define Pan-Slavism and discuss its role in fostering a sense of unity among Slavic peoples.
 - b. Examine how Serbian nationalism and the desire for territorial expansion contributed to regional instability.
- 6. Assess the Significance of the Bosnian Crisis (1908–1909)**
 - a. Explain the events of the Bosnian Crisis and its effects on relations between Austria-Hungary, the Ottoman Empire, and other European powers.
 - b. Discuss how the crisis influenced international relations and set the stage for future conflicts.
- 7. Analyze the Features and Impact of the Balkan Wars (1912–1913)**
 - a. Describe the key events and outcomes of the Balkan Wars, including the Treaty of Bucharest and its impact on Bulgaria.
 - b. Discuss the significance of the Balkan Wars in reshaping the political landscape of Southeastern Europe.
- 8. Evaluate the Anglo-German Naval Race and Moroccan Crises**
 - a. Explain the causes and consequences of the Anglo-German naval race from 1898 to 1912.
 - b. Analyze the impact of the Moroccan Crises of 1905–1906 and 1911 on international relations and alliances.
- 9. Understand the Assassination at Sarajevo and Its Consequences**
 - a. Describe the events leading up to the assassination of Archduke Franz Ferdinand in June 1914.
 - b. Analyze how the assassination triggered the July Crisis and ultimately led to the outbreak of World War I.
 - c.

10. Examine the Events Leading to the Outbreak of World War I

- a. Discuss the series of events and international agreements that escalated tensions and led to the declaration of war in July and August 1914.
- b. Assess the roles played by the great powers, such as Austria-Hungary, Germany, Russia, and Britain, in the lead-up to World War I.

11. Investigate the Declaration of War and Initial Reactions

- a. Explain Austria-Hungary's ultimatum to Serbia and the subsequent declaration of war on July 28, 1914.
- b. Analyze the chain reaction of mobilizations and declarations of war that involved multiple European nations and led to a global conflict.

2.1 The key issues in the Balkans and their significance for international relations, including Balkan nationalism and Austro-Serbian rivalry

DEVELOPMENTS IN THE BALKANS

Colonial rivalry indirectly caused the formation and strengthening of the alliance system. In 1881, Italy connected with Germany and Austria after its defeat to France over Tunis. By 1907, Russia and Britain became allies due to a mutual fear of Germany and its expansion in the Balkans. In the same year, France and Britain became friends against Germany during the first and second Moroccan crises.

Colonial rivalry indirectly caused the formation and strengthening of the alliance system. In 1881, Italy connected with Germany and Austria after its defeat to France over Tunis. By 1907, Russia and Britain became allies due to a mutual fear of Germany and its expansion in the Balkans. In the same year, France and Britain became friends against Germany during the first and second Moroccan crises.



A map of the Balkans in 1914, showing recent territorial changes and the extent of Ottoman rule

Located in south-eastern Europe, the Balkans is a large peninsula sandwiched between four major seas: the Black Sea, the Mediterranean, the Adriatic and the Aegean. It included the nations and provinces of Greece, Serbia, Bulgaria, Macedonia and Bosnia.

The Balkans was strategically located in the crossroads of the Ottoman, Russian and Austro-Hungarian

Empires. For this reason, it became a vital territory for centuries. After years of struggle, Greece, Serbia, Montenegro and Bulgaria gained independence from the Ottoman rule. By the decline of the Ottoman rule, many Western European powers turned their interests to the peninsula.

INTENTIONS OF EUROPEAN POWERS OVER THE BALKANS

Russia stationed its navy and established ports on the Black Sea, which later gained control of the Bosphorus. It expanded its territory by moving into the region.

In opposition to Russian expansion, Britain wanted the Ottoman Empire to remain intact. Meanwhile, Germany acquired bankrupt vassal states.



In October 1908, Austria-Hungary proclaimed its annexation of the Balkan provinces of Bosnia and Herzegovina.



Although Bosnia and Herzegovina were officially part of the Ottoman Empire, Austria-Hungary had the right to occupy and administer the dual provinces since the Congress of Berlin in 1878.



Russia yielded to the annexation but proceeded to provoke anti-Austrian sentiment in the Balkan region.

TWO BALKAN WARS

Influenced by Russia, several Balkan nations forged a series of military alliances. In 1912, the Balkan League was established which aimed to wage war against the Ottoman Empire.

In October 1912, the League declared war against the Ottomans and gained victory after eight months of battle.

By June 1913, Bulgaria took advantage and attacked former the Balkans, but was defeated by Greece, Serbia and Romania after a few weeks. As a result, Bulgaria was punished under the Treaty of Bucharest signed in August 1913.

After two victorious Balkan Wars, Serbia acquired Kosovo and parts of Macedonia and Albania. Russia was now dependent on Serbia against Austro-Hungarian aggression.

SERBIAN NATIONALISM

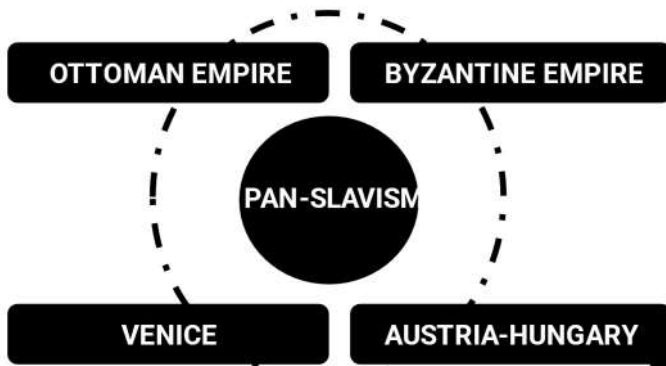
Aside from territorial gains, the people of Serbia also developed nationalism.

PAN-SLAVISM

Pan-Slavists worked to drive forward a sense of unity and establish similarities among the Slavic people through the study of folklore and vernacular.

Non-Slavic empires that ruled the Slavic people:

**Non-Slavic empires that ruled the
Slavic people:**



2.2 The key issues in the Balkans and their significance for international relations, including Balkan nationalism and Austro-Serbian rivalry



Pan-Slavism was the political belief that the Slavic people of eastern and east-central Europe should have power over their own nations and the right to self-government.

Pan-Slavists worked to drive forward a sense of unity and establish similarities among the Slavic people through the study of folklore and vernacular.

2.3 The features and impact of the Bosnian Crisis (1908–09)

The Path to War: Nationalism and Tensions in Pre-World War I Europe

The assassination of Archduke Franz Ferdinand is widely regarded as the immediate cause of World War I. However, the cultural animosity and intense nationalism that precipitated his assassination were widespread across Europe, particularly in the Balkans. To fully grasp this context, one must examine the Austro-Hungarian Empire and the Balkan nations.

Tensions in the Austro-Hungarian Empire and the Balkans

The Austro-Hungarian Empire, despite its expansion, was increasingly plagued by internal tensions among its diverse ethnic groups, especially the Slavs. In 1908, Emperor Franz Josef formally annexed Bosnia and Herzegovina, which ignited anti-Austrian sentiments throughout the Balkans, particularly in Serbia. This annexation blocked Serbia's access to an Adriatic port and provided Austria with a strategic position for potential military actions against Serbia.

The Pan-Slavic Vision and Serbian Nationalism

The Slavic people were fragmented across Austria, Serbia, Montenegro, and Bulgaria, with many aspiring for a unified pan-Slavic nation. Except for Austria, these regions had been part of the Ottoman Empire for centuries and were

often subject to violent oppression. Austria's annexation of Bosnia and Herzegovina, home to a significant Slavic population, intensified these tensions.

In the early 20th century, Serbia was a burgeoning and proud nation, having secured independence from the Ottoman Empire in 1878. It was intensely nationalistic, and the slogan "where dwells a Serb, there is Serbia" did not sit well with many. The only feasible way for Serbia to unite the southern Slavs was to dismantle Austria-Hungary, a task that would necessitate war.

The Black Hand and Escalating Violence in the Balkans

Serbia's quest for allies was complicated by its harsh treatment of minority groups, especially Muslims. This alienated much of Europe, and the Balkans became synonymous with violence and political instability. In 1903, King Alexander and Queen Draga of Serbia were assassinated by young army officers, an act that made one of the assassins, Dragutin Dimitrijevic, a national hero. Dimitrijevic, also known as Apis, later founded and led the Black Hand, a secret organization dedicated to political murders and guerilla training.

Rising Tensions and the Balkan Wars

The Black Hand and Serbian nationalist aspirations were further energized by the Balkan Wars of 1912 and 1913. To understand these conflicts, one must first consider the Moroccan crises of 1905 and 1911, during which the German Kaiser sought to drive a wedge between England

and France, ultimately strengthening their alliance.

Following these crises, France gained control of Morocco, and Italy, seeing Ottoman territories being divided, waged war and successfully seized Libya.

The First and Second Balkan Wars

Inspired by Italy's success, the Balkan states formed the Balkan League, including Serbia, Montenegro, Greece, and Bulgaria, and attacked the Ottoman Empire in the First Balkan War, expelling the Ottomans from the Balkans for the first time in 500 years. However, dissatisfaction with the division of the conquered territories led Bulgaria to attack Serbia and Greece in the Second Balkan War. Serbia occupied Albania but was forced to withdraw by Austria.

The Aftermath and Prelude to World War I

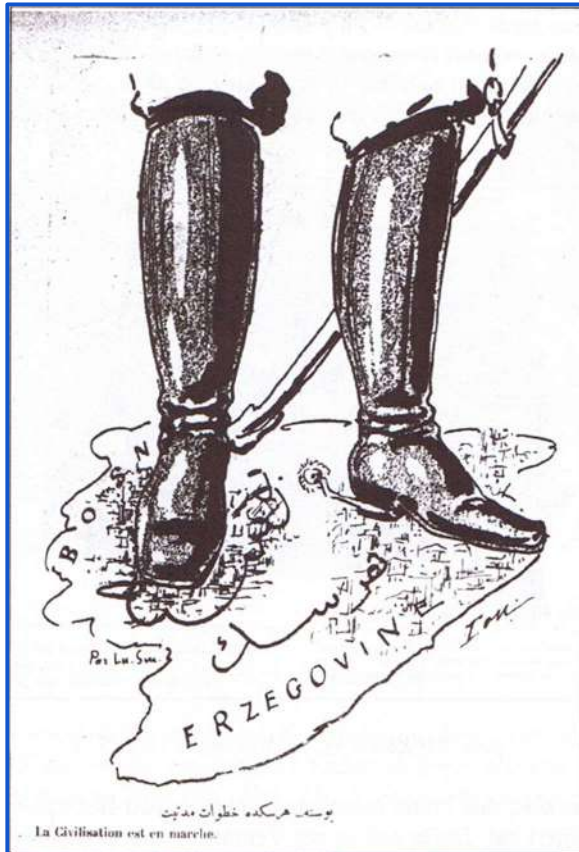
The Balkan Wars significantly reshaped the political landscape. Serbia nearly doubled its territory but at a great cost: between 1912 and 1918, one in six Serbs would die violently. Russia, left with only Serbia as an ally in the Balkans, felt obligated to support Serbia unconditionally in 1914. Austria-Hungary and Germany were alarmed by Serbia's expansion, viewing it as a Russian satellite, prompting Austria to restrict Serbian growth and Slavic nationalism. Meanwhile, the Russian Tsar, determined to avoid further national humiliation, was prepared to confront Austria.

The March to Sarajevo

By June 1914, the stage was set for conflict, with various powers jockeying for position and the Balkans as the epicenter of tension. The assassination of Archduke Franz Ferdinand in Sarajevo by the Black Hand was the spark that ignited World War I, a conflict deeply rooted in cultural hatred and fervent nationalism.

Because of the annexation by Austria-Hungary of Bosnia and Herzegovina, the **Bosnian Crisis** erupted in October 1908. It was a political crisis between Austria-Hungary and the Ottoman Empire. During the crisis, Germany showed its support to Austria-Hungary, while Russia, France and Great Britain strengthened their relations.

Protests took place in Serbia, Montenegro and the rest of the Great Powers regions. In April 1909, the crisis came to an end when the Treaty of Berlin was amended to reflect the *fait accompli*. Nonetheless, the crisis caused permanent and long-term damage between Austria-Hungary and its neighbors Italy, Serbia and Russia.



*Caricature on the annexation of Bosnia and Herzegovina.
The title reads: "Advance of civilization in Bosnia and
Herzegovina"*

2.4 The features and impact of the Balkan Wars (1912–13)

The Siege of Lozengrad in the Balkan Wars



The **Balkan Wars**, which is considered a prelude to the First World War, took place in the Balkan Peninsula in 1912 and 1913. In the First Balkan War, four Balkan states (Bulgaria, Greece, Montenegro and Serbia) defeated the Ottoman Empire. During the second Balkan War, Bulgaria broke from the Balkan League and fought against its former allies. The Ottoman Empire ended up losing most of its European territories. The Balkan Wars prefaced the Balkan crisis of 1914.

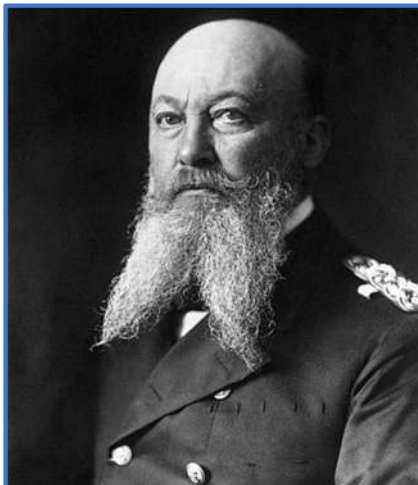
2.5 The features and significance of Anglo-German rivalry, including the naval race and the Moroccan Crises of 1905–06 and 1911



A “fleet in being” is a naval fleet that does not leave port but poses sufficient threat to force the enemy to deploy guarding forces against it.

THE ANGLO-GERMAN NAVAL RACE. Germany and Britain engaged in a Naval Race that lasted from 1898 to 1912.

BACKGROUND. In 1897, German Admiral Alfred von Tirpitz planned to make a “fleet in being” to force Britain to give up its “splendid isolation”. At the time, Britain had the largest naval fleet in the world.



***Portrait of Admiral
Alfred von Tirpitz***

With Kaiser Wilhelm on board with the plan, five German Fleet Acts were passed in 1898, 1900, 1906, 1908 and 1912 to fund the construction of a German fleet two-thirds as big as the British Navy. The Second Boer War and the Boxer Rebellion secured passage of the Germany's Second Naval Law. Worry increased on the side of the British and so, in 1904, newly appointed Admiral John Fisher reorganized the Royal Navy and set out to revolutionize battleships by creating dreadnoughts.



HMS Dreadnought, a British battleship, in 1906

The HMS Dreadnought was an 18,100-ton battleship launched in February 1906.



In 1905, Tirpitz decided that the German fleet must rival the current building plan of the British. Despite much opposition, the Third Naval Law was passed in May 1906 because of the anti-British sentiment brought by the Algeciras Conference. British leadership continued to design plans to besiege the German coast.



Portrait of Admiral John Fisher taken in 1915

It was not until the passage of the Fourth Naval Law in 1908 that Britain began to be greatly alarmed by the build-up of Germany's naval fleet and its anti-British stance, resulting in the British "Navy Scare" in 1909.

King Edward VII's visit to his nephew Kaiser Wilhelm in August 1908 enabled a conversation about how a potential naval rivalry would heighten tensions between Britain and Germany. Wilhelm maintained that the relations between the two countries would remain good. Britain continued to expand its fleet. In April 1910, funding for dreadnoughts escalated and so did construction.

EFFECT. The Anglo-German naval race had a lasting effect on the relations between Britain and Germany. The race fostered distrust and hostility between the two nations, and it is widely accepted that the competition was a direct precursor of the First World War.



King Edward VII with Kaiser Wilhelm II in Berlin in 1908

END OF THE RACE. The naval race came to an end in 1912 by the decision of German Chancellor Theobald von Bethmann-Hollweg. Germany had to prioritize building up its army instead of the navy because of Russian military expansion.



The features and significance of Anglo-German rivalry, including the naval race and the Moroccan Crises of 1905 and 1911



The **FIRST MOROCCAN CRISIS** is also known as the **Tangier Crisis**.

BEGINNING

Germany saw the Entente Cordiale as a threat to Germany's influence over Europe. Germany intended to cause a divide between France and Britain.

CRISIS

Kaiser Wilhelm II of Germany arrived in Morocco on 31 March, 1905. He proclaimed his support for the Sultan of Morocco. France and Britain were provoked.

RESOLUTION

The Algeiras Conference was convened to settle Moroccan disputes. France ultimately had the controlling power, despite reforms. The treaty was signed on 7 April, 1906.

EFFECT

The crisis proved that the Entente Cordiale between France and Britain was firm. The tensions between the Triple Alliance and the Triple Entente became worse.



The features and significance of Anglo-German rivalry, including the naval race and the Moroccan Crises of 1905 and 1911



The **SECOND MOROCCAN CRISIS** is also known as the **Agadir Crisis**.

BEGINNING

On 21 May, 1911, French troops occupied Fez, Morocco, as requested by the Sultan in response to an uprising staged in March, causing the Second Moroccan Crisis.

CRISIS

Germany sent a naval cruiser to intervene on 1 July. Britain responded by sending battleships to Morocco, as they did not want Germany to build a naval base.

RESOLUTION

Britain and France formed a stronger alliance. Russia also backed France. Germany conceded.

EFFECT

The Treaty of Fez was signed by Sultan Abdelhafid on 30 March, 1912. A full protectorate was officially established by France over Morocco.



2.6 The assassination at Sarajevo and its consequences

THE CRISIS OF JUNE-JULY 1914, AND THE OUTBREAK OF WAR

Pan-Slavic nationalism inspired the assassination of Archduke Franz Ferdinand in Sarajevo in June 1914. This major event led to the outbreak of the First World War.

The Austria-Hungary government believed that Serbia and Bosnia worked together in the assassination of Archduke Franz Ferdinand. They viewed it as an attack on the Austro-Hungarian empire. Austria-Hungary sent a formal letter to Serbia containing demands that Serbia refused to accept. This exchange constituted the July Crisis. Serbia was not willing to meet all the demands causing Austria-Hungary to declare war.



Depiction of the assassination of Archduke Franz Ferdinand

Russia mobilized its army in support of Serbia while Germany declared war on Russia in support of Austria-Hungary. France mobilized to help its ally Russia, which led to Germany declaring war on France.

Upon the assassination of Archduke Franz Ferdinand, the month that followed, named the July Crisis, was characterized by reactions to events and ultimatums.



Nineteen-year-old Bosnian-Serb Gavrilo Princip carried out the assassination plot on Franz Ferdinand on 28 June 1914.

Princip was interrogated and testified that he acted independently in the assassination. However, Austro-Hungary believed that the Serbian government was behind the murder.

On **5 July**, Germany's Kaiser Wilhelm II issued his '**blank cheque**' to Vienna. It stipulated that Germany would support Austria-Hungary if Russia intervened.

On **23 July**, Austria-Hungary issued an ultimatum against the Serbian government. It included demands to be met within 48 hours.

The demands were as follow:

- Banning of anti-Austrian propaganda by Serbian publications;
- Removal of anti-Austrians from Serbian military and government offices;
- Removal of anti-Austrian teachers;

- Disbanding of Serbian group *Narodna Odbrana*; and
- Joint investigation into the assassination plot.

2.7 The events leading to the outbreak of war, including the part played by international agreements and the roles of the great powers

With Russian advice, Serbia condemned the ultimatum, but did not offer military guarantees. On the other hand, British Foreign Minister Sir Edward Grey suggested mediation to avoid war but was rejected by both Vienna and Berlin.



German newspaper reports that Serbia had rejected the Austro-Hungarian ultimatum

Before the expiration of the deadline, Serbia responded to the ultimatum and reiterated that the Serbian government had no moral support over Princip and other nationalist groups.

DECLARATION OF WAR

On 28 July, exactly one month after the assassination, Austro-Hungarian Emperor Franz Josef declared war on Serbia. The announcement caused a chain reaction, which dragged many European nations into conflict and created a spiral of war. Russia immediately mobilized its forces against Austria-Hungary. As a result, Germany declared war on Russia by 1 August. With the German invasion of Belgium, Britain joined the war along with its dominions Australia, New Zealand, Canada, India and South Africa.

Switzerland, Sweden, Norway, Spain and the Netherlands remained neutral.

Glossary of Terms

Balkan Region - Consisted of Slavic states such as Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Serbia and Slovenia.

Anglo-German Naval Race - Anglo-German Naval Race

Greater Serbia - A unified state for all Slavic people.

Pan-Slavism - The political belief that the Slavic people of eastern and east-central Europe should have power over their own nations and the right to self-government.

Thinking Time

Source A: Historian Michael S. Neiberg

“The region’s rising nationalist tensions and dizzying ethnic diversity confounded all attempts to find lasting solutions to the seemingly endless conflicts... European diplomats understood that ethnic, economic and political connections between Balkan groups and several of the Great Powers meant that a conflict in this region could easily expand... Few Europeans expected [the assassination of Franz Ferdinand] to lead to a large war, although another Balkan war was a distinct possibility... Most Europeans expected diplomacy and cooler heads to prevail, as they had so often in the recent past.”

Source B: British Prime Minister Herbert Asquith on the unfolding war in 1914

“If I am asked what we are fighting for... I say we are fighting to vindicate the principle that small nationalities are not to be crushed in defiance of international good faith, at the arbitrary will of a strong and overmastering power.”

Compare and contrast what Sources A and B reveal about the role of nationalism as a cause for WWI.

Chapter 3 - The Schlieffen Plan and deadlock on the Western Front

Important Keywords

Schlieffen Plan

Trench warfare

The Western Front

Attrition warfare

“The Great War differed from all ancient wars in the immense power of the combatants and their fearful agencies of destruction, and from all modern wars in the utter ruthlessness with which it was fought.”

Winston Churchill, from The World Crisis, 1911-1918

Learning Standards:

Change, Continuity, and Context

D2.His.2.9-12. Analyze change and continuity in historical eras.

Perspectives

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

Historical Sources and Evidence

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

Causation and Argumentation

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

Learning Objectives:

1. Understand the Schlieffen Plan and Its Failure

- a. Explain the Schlieffen Plan, its objectives, and its assumptions regarding France and Russia.
- b. Analyze the modifications made by Helmuth von Moltke and how they contributed to the plan's failure.
- c. Identify the key reasons for the failure of the Schlieffen Plan, including Belgium's resistance, the early arrival of Russian troops, and the intervention of British forces.

2. Describe the Nature and Impact of Trench Warfare

- a. Define trench warfare and explain its development during World War I.
- b. Identify the main features of the trench system, including the front line, support trenches, and communication trenches.
- c. Discuss the conditions soldiers faced in the trenches, including the physical and psychological challenges.

3. Examine New Weapons and Military Tactics

- a. List and describe new weapons and methods introduced during World War I, such as poison gas, grenades, heavy artillery, tanks, and submarines.
- b. Analyze the impact of these technological advancements on the nature of warfare and the overall course of the war.

4. Assess the Reasons for Deadlock on the Western Front

- a. Explain the strategic importance of the Western Front and the reasons for the prolonged stalemate.
- b. Discuss the role of trench warfare and defensive strategies in creating a deadlock.

- c. Analyze the impact of fighting on two fronts for Germany and its influence on the stalemate.

5. Evaluate Key Battles and Their Outcomes

- a. Describe the key features of the Battle of the Somme and the Battle of Passchendaele, including their duration, location, involved parties, and significance.
- b. Assess the human cost and strategic outcomes of these battles, focusing on the high casualties and the gains made by the Allies.

6. Analyze Attrition Warfare and Its Application on the Western Front

- a. Define attrition warfare and explain its use as a strategy during World War I.
- b. Discuss the implementation of attrition warfare on the Western Front and its effects on both sides.
- c. Evaluate the role of General Douglas Haig and his decisions, including the controversial Battle of the Somme.

7. Discuss the Role of Key Military Leaders

- a. Examine the leadership of General Douglas Haig, his strategies, and the outcomes of his decisions.
- b. Analyze the criticisms and controversies surrounding Haig's command, particularly regarding the high casualties in major battles.

8. Understand the Broader Impact of World War I on Soldiers and Civilians

- a. Describe the daily life of soldiers in the trenches, including the challenges they faced and their coping mechanisms.
- b. Discuss the broader impact of the war on civilian populations, including the economic and social consequences.

9. Explore the Reasons for International Rivalries and Alliances

- a. Identify the key alliances formed before World War I and their significance in the outbreak of the conflict.
- b. Analyze the role of colonial rivalry, economic interests, and military strategies in shaping international relations leading up to the war.

10. Evaluate the Long-term Consequences of World War I

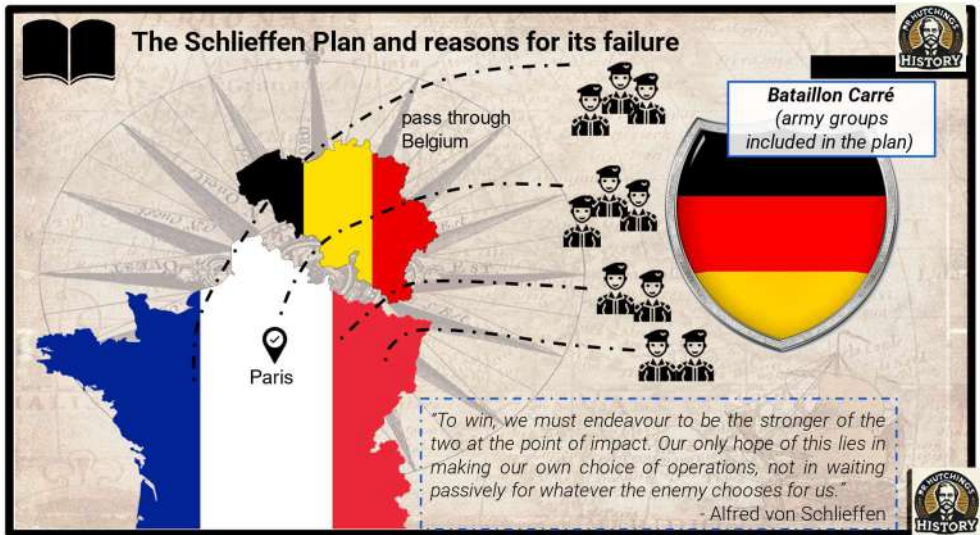
- a. Assess the political, social, and technological changes brought about by World War I.
- b. Discuss the dissolution of empires, the creation of new nations, and the rise of social movements as consequences of the war.
- c. Analyze the lasting impact of World War I on global history and its role in shaping the 20th century.

3.1 The Schlieffen Plan and reasons for its failure

THE SCHLIEFFEN PLAN. In 1905, Field Marshal Alfred von Schlieffen (Chief of the German general staff) proposed a German battle plan to attack and defeat France within six weeks. The plan was to attack France through Belgium then proceed to Russia. By using massive force in one go, Schlieffen predicted an immediate and definitive victory with this plan. The plan's main strategy was to hold Russian/German borders with Austro-Hungarian allies. The plan also aimed to neutralize both countries before Germany got caught up in a war with them.

***Alfred von Schlieffen***

France and Russia had close relations so it was likely that the two countries would be allies in the event of a war. France's main line of defense was the fortification of its towns. The plan assumed that Russia would be slow to mobilize because of its under-organized army.

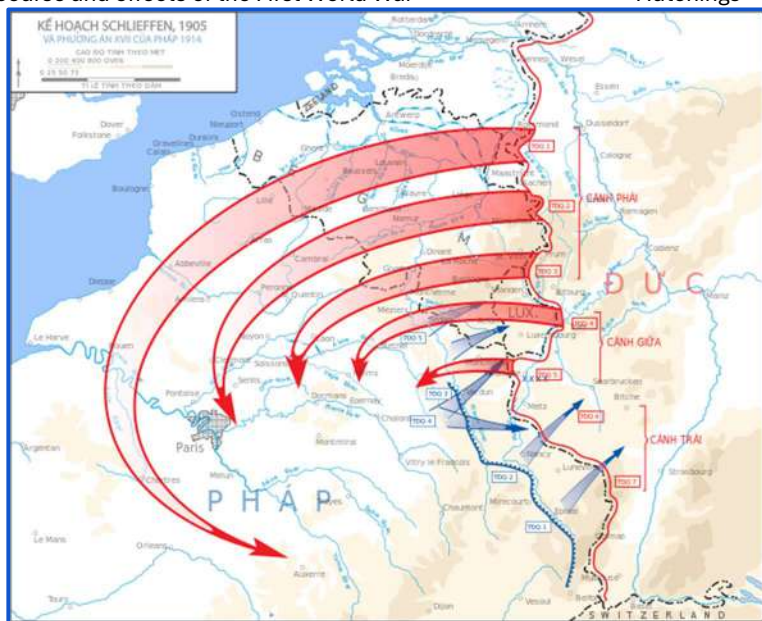


Helmuth von Moltke modified the Schlieffen Plan before implementing it on 2 August 1914. He reduced the size of the attacking troops. These modifications were blamed for the plan's failure.

Germany was not able to fend off the Russians when they reached the border. Russian troops arrived sooner and in greater numbers than anticipated.

Belgium made it harder for Germany by putting up resistance. British troops arrived to help Belgium and France. The Germans were forced to retreat.

Ultimately, there was an allied victory between the British Expeditionary Force and the French army in the Battle of Marne against German troops.



The failure of the Schlieffen Plan resulted in trench warfare in northeastern France and Belgium.

3.2 The trench system, life in the trenches, new weapons and methods

The **Industrial Revolution** and mass production systems paved the way for new military technology and tactics. Some of the most important tactics and technologies included trench warfare, poison gas, grenades, heavy artillery and new weapons such as tanks and submarines.



Trench warfare is a kind of land warfare where troops protect themselves from offensive firearm and artillery attacks by building huge trenches, underground and dugout systems. It became standard military practice by the beginning of the First World War. Soldiers would rotate in three positions: at the front line, in the support trenches and at rest.



French soldiers with a bomb-throwing crossbow in a trench

The main trench system of three parallel lines joined by communications trenches was prevalent in the early stages of the war. Trenches were dug in a zigzag fashion. Later on, to prevent full exposure to the opponent's fire if the enemy gained access at any point, the trenches were sectioned into fire bays linked by traverses.



Trench warfare was utilized on the Western Front from 1914 until the German Spring Offensive in 1918.





The German Spring Offensive (March to July 1918)

Three standard ways of digging a trench:

- Entrenching
- Sapping
- Tunnelling



(From left to right) German trench mortar, automatic rifle, and German and Russian machine guns



A mounted Vickers machine gun at the battle of the Menin Road Ridge

Weapons of First World War trench warfare:

- Infantry weapons, such as the rifle and hand grenade
- Barbed wire and razor wire
- Machine guns
- Artillery, such as infantry support guns and howitzers
- Landmines
- Mortars
- Helmets
- Poison gas and gas masks



Tractor-mounted gun in 1918



Why trench warfare?

- It was a key strategy to defend one's position while attempting to advance into the enemy's territory.
- It was at first an effective hindrance for attackers in fortified areas before it became a tactic for defense.

“No Man’s Land”

“No Man’s Land” was the stretch of land between two opposing trench lines. It spanned approximately 50 to 250 yards and was covered with barbed wire and land mines.



Bulgarian soldiers in a trench



Australian soldiers wearing gas masks in 1917

Commonly, a trench was dug around twelve feet deep. Wooden beams and sandbags were used to fortify trenches. Duckboards were used on the floor of the trenches to keep soldiers and equipment out of the mud.

- All the trenches dug along the Western Front spanned a total of approximately 25,000 miles.
- The soldiers worked constantly at repairing the trenches after an enemy attack or erosion.
- At night, soldiers would stealthily cross No Man's Land to raid the enemy.
- The conditions in the trenches were hard. Cold, rain and mud made it difficult for soldiers to move in battle.
- Soldiers would get sick, and even die, from the extreme cold and filth. Soldiers would develop an infection called Trench Foot from the moisture and mud. At times, a Trench Foot would require a soldier's foot or leg to be amputated. Minor wounds could quickly develop deadly infections.

Reasons for deadlock

The Germans advanced through Belgium and invaded northeastern France, but as they approached Paris, they were met with an offensive attack by the French army and the British Expeditionary Force (BEF). French General Joseph Joffre proposed to



counterattack the Germans. British leader Sir John French supported the plan after being convinced by Lord Kitchener.



French soldiers anticipating assault, 1914

The Germans were forced to fight the war on two fronts: fighting with the Russians on the Eastern Front and holding off the French and the British on the Western Front. The Germans had to retreat to northern France. They built trenches along the Aisne River and held off the French and British armies.

3.3 Key features of Somme and Passchendaele

In 1916, some of the longest battles were fought, such as the **Battle of Verdun** and the **Battle of the Somme**, where casualties reached close to a million.

Those two battles operated on brutal trench warfare, as well as the **Battle of Passchendaele** in 1917. This battle was initiated by British commander Sir Douglas Haig whose goal was to destroy the German submarine bases on the northeastern coast of Belgium. Succeeding battles such as the Battle of Menin Road, the Battle of Polygon Wood, and the Battle of Broodseinde eventually established victory for the British and the Allied possession of the ridges of Ypres, which they evacuated the following year.



German prisoners, Western Front, during World War I

Key features of Somme and Passchendaele

<i>Battle</i>	The Battle of Somme	The Battle of Passchendaele
<i>Duration</i>	1 July to 18 November, 1916	31 July to 10 November, 1917
<i>Location</i>	Somme River, France	Passendale, Belgium
<i>Involved parties</i>	British and French against German armies	The Entente Powers against German armies
<i>Key description</i>	One of the bloodiest battles during the First World War	Also known as the Third Battle of Ypres

3.4 Successes and failures on the Western

Front, including the responsibility of Haig

Attrition warfare is a military strategy comprising aggressive attempts to win a war by exhausting the enemy through continuous losses in manpower and resources. The goal is to wear down the enemy until other strategies are utilized.

The side with the most resources typically wins. In the past, the war of attrition was used as a last resort. The Western Front during the First World War is considered one of the best examples of attrition warfare. Both sides took defensive positions and resorted to strategies that would grind the enemy down.



Soldiers of an Australian artillery brigade on a duckboard track

The Western Front settled into attrition warfare by the end of 1914. The battles consisted of a series of trench lines that lasted until 1917.

1915:

- Germans weaponized poison gas for the first time.
- Italy joined the Allied Powers.
- Bulgaria joined the Central Powers.
- Austria-Hungary occupied Serbia.

BATTLE OF SOMME

General Douglas Haig was one of the most significant personnel in the field. He became Commander-in-Chief of the British Army in December 1915. However, he received much criticism for the sheer loss of life in this battle.



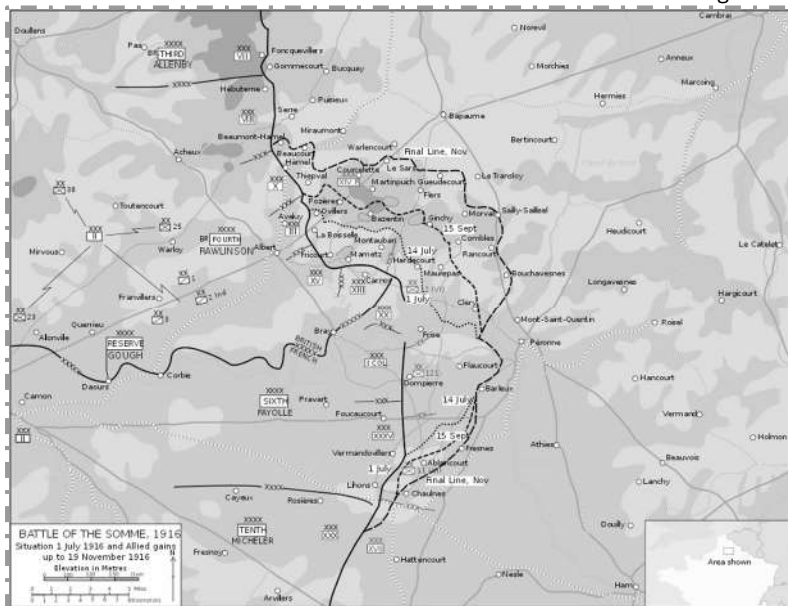
Portrait of Field Marshal Douglas Haig

He became such a controversial figure when he ordered the Somme offensive, which caused 60,000 British casualties on the first day - the highest recorded ever. When he launched the Battle of Passchendaele, it succeeded in weakening the German army to its defeat in 1918. During the Hundred Days Offensive, Haig was in command of the Allied forces, leading them to a series of victories against the German army, which resulted in the war's conclusion.

The French had requested military assistance from the British to help them in their battle with the Germans at Verdun. Commander Haig's plan was to launch an attack on the Germans that would force them to remove some of their troops from the Verdun battlefield, thus, relieving the French at Verdun. This tactic led to the loss of 600,000 men on the Allies side, 400,000 of which were British Commonwealth Troops. Despite the large casualties the battle inflicted, the Allies gained 10 miles of land by the end of the battle.



British army battalion (28 June 1916)



Glossary of Terms

Schlieffen Plan - A German battle plan created by Field Marshal Alfred von Schlieffen to attack and defeat France within six weeks.

Trench warfare - A type of combat in which opposing troops fight from trenches facing each other across No Man's Land.

The Western Front - Encompassed the frontier built through France and Belgium.

Attrition warfare - Warfare in which the aim is to exhaust the opponent's resources, manpower and morale before other tactics are introduced.

Thinking Time

Source A: Frank B. Tipton, historian's view on the modified Schlieffen Plan failure

“Demands imposed on men and animals, the requirement for perfect coordination over long distances and the difficulty of dislodging entrenched opponents all suggest that the plan could never have succeeded.

Schlieffen's plan was a brilliant strategy but designed for an era when armies numbered in tens of thousands, not in the hundreds of thousands and millions. Still, the details of planning seem to have provided the basis for a pervasive confidence that they could win the war that they believe would happen, and that they could win it quickly.”

With reference to its origin, purpose and content, analyze the value and limitations of Source A for an historian studying the attempts at collective security pre-First World War.

Chapter 4 - The war at sea and Gallipoli

Important Keywords

Gallipoli Campaign

Battle of Heligoland Bight

Battle of Jutland

Battle of Dogger Bank

U-Boat Campaign

Lusitania

“However the world pretends to divide itself, there are only two divisions in the world today - human beings and Germans.”

Rudyard Kipling, 1915

Learning Standards:

Change, Continuity, and Context

D2.His.2.9-12. Analyze change and continuity in historical eras.

Perspectives

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

Historical Sources and Evidence

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Learning Objectives:

- 1. Understand the German Threat to Britain in the North Sea**
 - a. Explain the significance of Kaiser Wilhelm's proclamation of the North Sea as a war zone on February 4, 1915.
 - b. Analyze the impact of the North Sea hunger blockade imposed by Britain and its consequences on Germany.
- 2. Analyze Key Naval Battles in World War I**
 - a. Describe the key events and outcomes of the Battle of Heligoland Bight, the Battle of Dogger Bank, and the Battle of Jutland.
 - b. Evaluate the strategic importance of these battles and their impact on the naval power balance between Germany and Britain.
- 3. Evaluate the Role and Impact of U-boat Warfare**
 - a. Understand Germany's use of U-boat submarines and their strategic significance in naval warfare.
 - b. Discuss the consequences of unrestricted submarine warfare, including the sinking of the Lusitania, and the Allied response to these threats.
- 4. Examine the Gallipoli Campaign and Its Effects**
 - a. Describe the objectives and key features of the Gallipoli Campaign.
 - b. Analyze the reasons for the campaign's failure and its effects on both the Allied and Central Powers.

5. Assess the Consequences of the War on Civilians and Combatants

- a. Understand the scale of casualties and the human cost of World War I for both military personnel and civilians.
- b. Analyze the methods used by countries to count casualties and the political implications of these numbers.

6. Understand the German Offensive and Allied Counter-Offensive

- a. Describe the events and significance of the Second Battle of the Marne.
- b. Analyze the strategic shifts that led to the collapse of the Central Powers and the eventual victory of the Allies.

7. Analyze the Evacuation and Long-term Effects of World War I Campaigns

- a. Evaluate the evacuation strategies and their effectiveness during the Gallipoli Campaign and other key battles.
- b. Discuss the long-term effects of the campaigns on the geopolitical landscape of Europe and the world.

8. Develop Critical Thinking and Analytical Skills

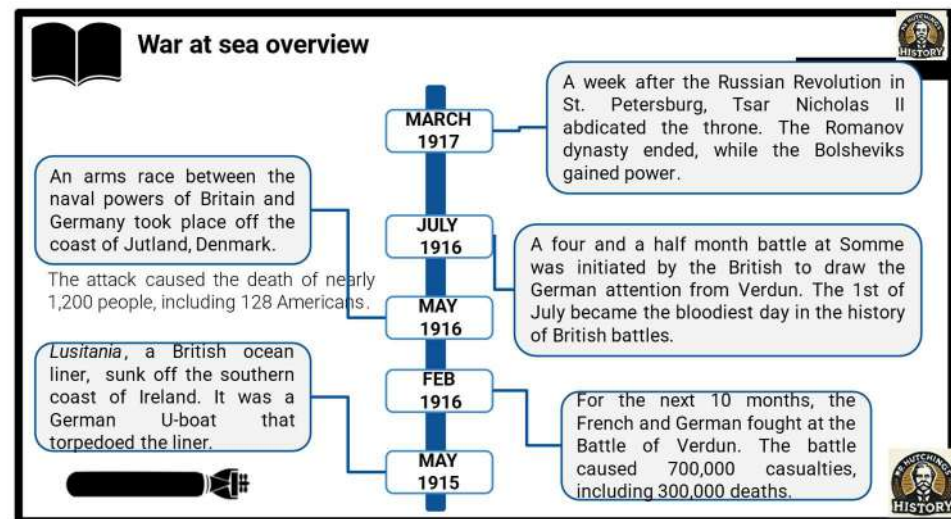
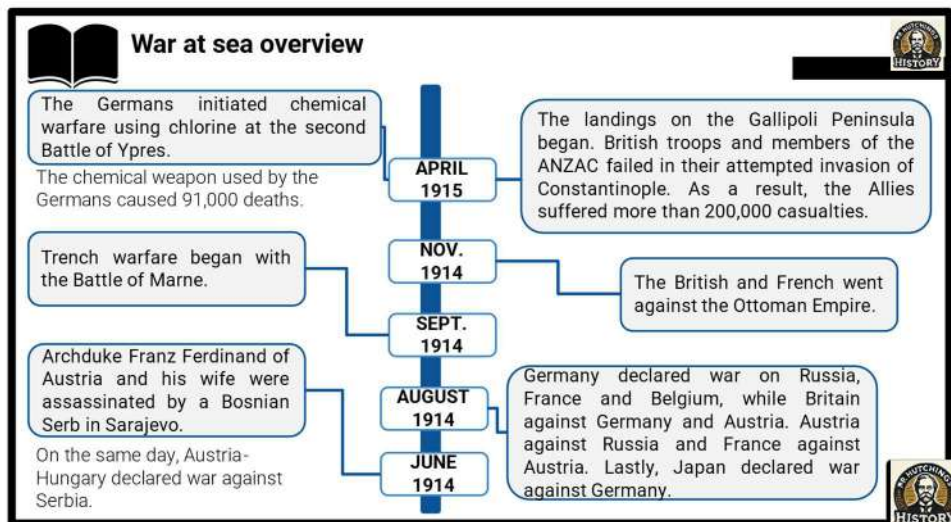
- a. Compare and contrast the different naval strategies employed by Germany and Britain during World War I.
- b. Assess the effectiveness of various military tactics and their contributions to the overall outcome of the war.

9. Foster Historical Empathy and Understanding

- a. Appreciate the experiences and hardships faced by soldiers and civilians during World War I.
- b. Understand the broader social and economic impact of the war on the countries involved.

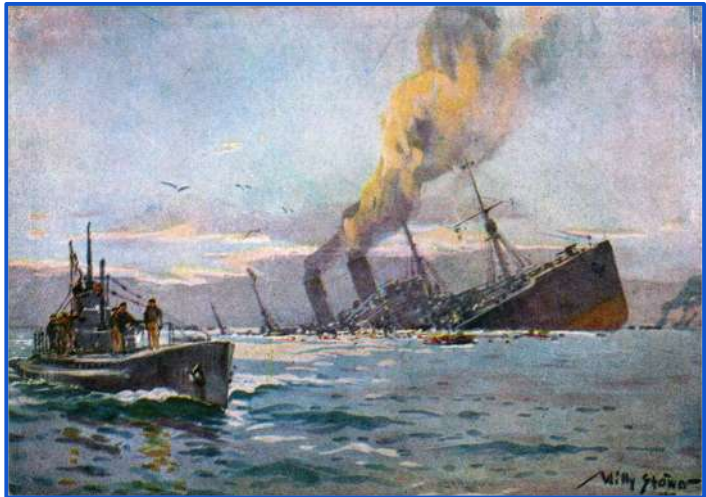
10. Enhance Research and Presentation Skills

- a. Engage in research projects that explore specific battles, strategies, and consequences of World War I.
- b. Present findings in a clear and structured manner, supported by historical evidence and analysis.



4.1 German threat to Britain in North Sea

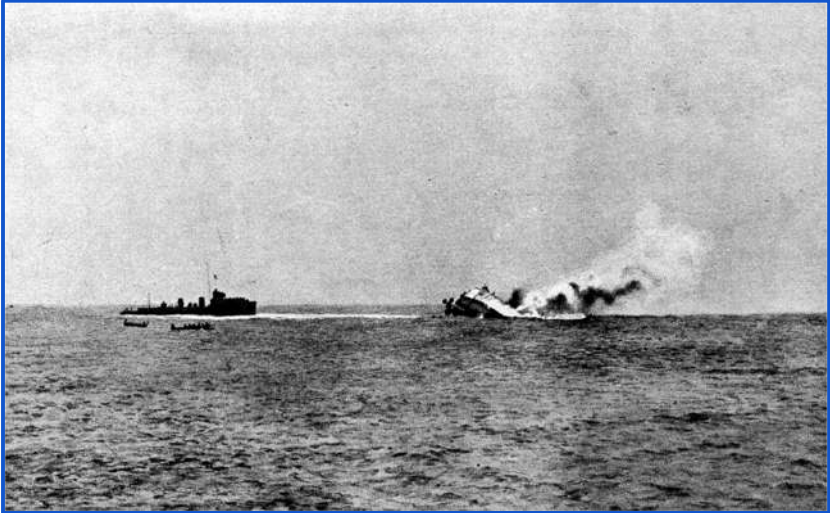
On 4 February 1915, **Kaiser Wilhelm proclaimed the North Sea a war zone**, which meant a widening of boundaries of naval warfare. All merchant ships, no matter whose side they were on, were vulnerable to being attacked. This was Germany's retaliation against the North Sea hunger blockade imposed by Britain. This blockade resulted in 770,000 German lives lost by the end of the war.



Painting of a U-boat sinking a troopship made by Willy Stöwer

4.2 German raids, Heligoland Bight, Dogger Bank and Jutland

From 1914 to 1917, **Heligoland Bight** was the location of World War I naval battles.



SMS Mainz sinking during the Battle of Heligoland Bight

German and British ships began to clash in the Battle of Heligoland Bight on **28 August 1914**. It began when the British troops attacked German patrols off the northwest German coast.

Cruisers and battlecruisers engaged in long-distance deployments. Germany suffered great loss as they were outnumbered in troops and weapons.

Britain was considered the victor in this battle despite the disparity of the ships involved.

On **24 January, 1915**, the Battle of Dogger Bank took place between the British Grand Fleet and the High Seas Fleet (Kaiserliche Marine).

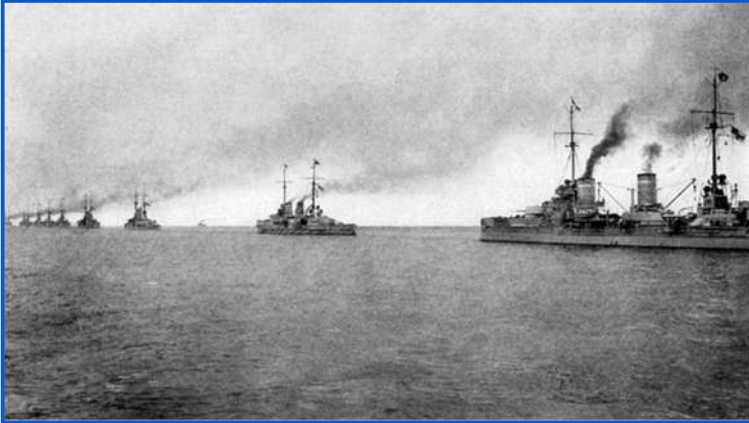
The British squadrons ambushed the German fleets. And when the Germans fled, they were chased by the British until they engaged in long-range gunfire. The British sunk the German ship *Blücher* while the Germans disabled the British flagship *HMS Lion*.

By the time the *Blücher* had been put out of action, the remaining German squadron had fled.



HMS Lion during the Battle of Dogger Bank

The **Battle of Jutland** was the only major naval encounter between the main British and German battle fleets, which involved 250 ships and 100,000 men.



Dreadnoughts of the High Seas Fleet steam in a line of battle

Even before the World War began, Britain's Royal Navy was regarded as superior. Despite this reputation, the Imperial German Navy made efforts to match this naval power. Germany's destructive fleet of **U-boat submarines** reinforced this ambition. The German navy did not confront the British navy for over a year after the Battle of Dogger Bank in January 1915 where the Germans were ambushed by the British in the North Sea.

In May 1916, the **largest naval engagement** of the First World War occurred: the Battle of Jutland. The British naval fleet was intact after the battle and Germany made no further advancements to break the naval blockade.

31 May 1916

The Battle of Jutland began with gunfire between the German and British scouting forces. British Admiral John Jellicoe took advantage of the fading daylight when the main warships met. The consecutive direct hits due to Jellicoe's strategy forced German Admiral Reinhard Scheer to retreat.

5 PM

A running artillery duel in the Skagerrak (Jutland) commenced between the forces of Vice Admirals David Beatty and Franz Hipper. Hipper's ships took severe hits yet survived due to their superior honeycomb hull structure. On the other hand, due to a lack of anti-flash protection from turrets, Beatty lost three cruiser ships, caused by fires started by shells of turrets hitting them.

7 PM

Admiral John Jellicoe brought his ships into a single battle line by executing a 90-degree wheel to port. Jellicoe made use of the fading daylight, enabling him to cut the Germans off from their home base and twice crossed the High Sea Fleets. Admiral Reinhard Scheer's ships took seventy direct hits; they scored twenty hits against Jellicoe. Scheer's fleet escaped a certain defeat by executing three 180-degree battle turns away.

10 PM

British losses amounted to 6,784 men and 111,000 tons, and German losses to 3,058 men and 62,000 tons.

The Battle of Jutland was deemed indecisive, as both British and German forces claimed victory. However, Great Britain remained in control of the North Sea. The Battle of Jutland caused the German High Sea Fleet to be driven home. They would only be put out to sea three more times on minor sweeps. The Germans now turned to commerce raiding. The British public was disappointed with Jutland. However, Winston Churchill noted that Jellicoe was the one man who could have lost the war in an afternoon. Jutland instead gave Jellicoe an honor.



German commander Reinhard Scheer



Admiral John Jellicoe



Vice admiral David Beatty

4.3 The U-boat threat, the Lusitania and anti-U-boat measures

After Germany's failure at the Battle of Jutland, they continued with unrestricted submarine warfare on 1 February 1917.

It was on 15 July 1918, that Germany launched what became the last German offensive of the First World War in the **Second Battle of the Marne**.

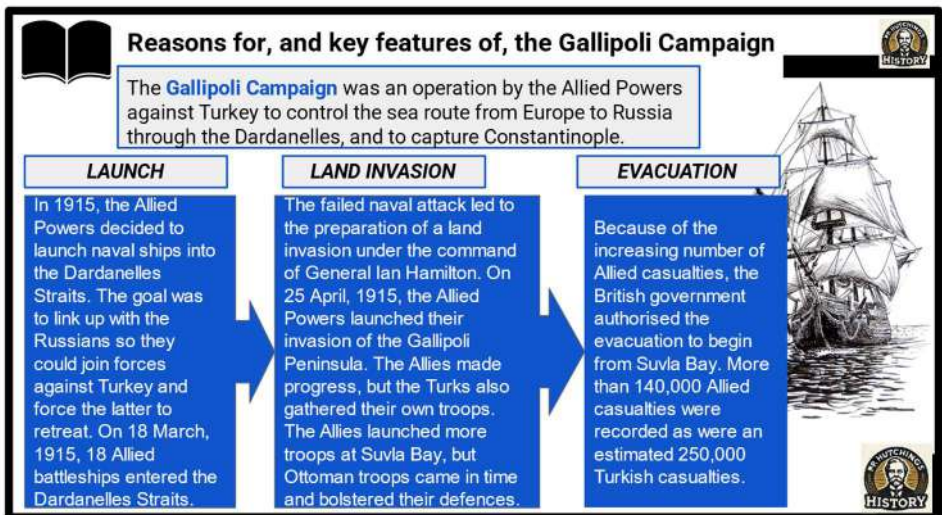


Sinking of the Linda Blanche out of Liverpool by SM U-21

The Allied Powers successfully defended against the German offensive and launched their counter-offensive within three days. Germany was forced to abort their planned offensive in the Flanders region after the Allied counter-offensive cost them many casualties. The tide turned against Germany and toward the Allies. The Allies regained much of France and Belgium in the succeeding months.

The **Second Battle of the Marne**, which lasted from 15 July to 6 August 1918, led to the collapse of the Central Powers.

4.4 Reasons for, and key features of, the Gallipoli Campaign





World War I soldiers in a trench during the Gallipoli Campaign in Turkey, 1915



Gallipoli Peninsula, Ottoman Empire, 1915



Photos of the Gallipoli Campaign

4.5 Evacuation and effects of campaign

Both parties expected a quick victory when the First World War began in August 1914, however, no civilians prepared for a war that would last for four years.



Refugees in Syria being transported (1914)

By its end in 1918, millions of innocent lives had become casualties and collateral damage of war.

Countries used different methods for counting their casualties, yet some changed the numbers for political reasons. However, historians estimate about 5 million civilian deaths were caused by the First World War.



Aftermath of the anti-Serb riots in Sarajevo (June 1914)

Glossary of Terms

Gallipoli Campaign - An operation by the Allied Powers against Turkey to control the sea route from Europe to Russia and to capture Constantinople.

Battle of Jutland - Naval engagement on 31 May 1915.

Battle of Heligoland Bight - Naval engagement on 28 August 1914.

Battle of Dogger Bank - Naval engagement on 24 January 1915.

U-Boat Campaign - Naval campaign fought by German U-boats against the Allied Power routes.

Lusitania - British ocean liner that was sunk by a German U-boat on 7 May, 1915.

Thinking Time

Source A:



What, according to Source A, were the consequences of the July Crisis?

Chapter 5 - The defeat of Germany

Important Keywords

Spring Offensive

Weimar Republic

Hundred Days Offensive

Abdication

Hindenburg Line

Treaty of Versailles

*“At eleven o’clock this morning came to an end the
cruellest and most terrible War that has ever scourged
mankind. I hope we may say that thus, this fateful morning,
came to an end all wars.”*

*David Lloyd George, British Prime Minister, Speech in
the House of Commons, 11 November 1918*

Learning Standards:

Change, Continuity, and Context

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional source.

Causation and Argumentation

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Learning Objectives:**1. The Significance of the US Entry into the War**

- a. **Analyze the Reasons for US Entry:** Explain the factors that led to the US entry into World War I, including the sinking of the Lusitania and the subsequent public opinion against Germany.
- b. **Understand Legislative Actions:** Describe the importance of the arms appropriations bill passed by Congress in February 1917 and its role in preparing the US for war.
- c. **Evaluate the Impact of US Troops:** Assess the impact of the US military on the Western Front, including the increase in manpower and the role of the Selective Service Act.
- d. **Assess the Strategic and Economic Contributions:** Summarize the contributions of the United States to the Allied forces, focusing on economic loans and military support.

2. Key Features of the Ludendorff Spring Offensive (1918)

- a. **Identify the Ludendorff's Objectives:** Describe the main goals of the Ludendorff Offensive launched by Germany in March 1918.
- b. **Analyze the Results:** Evaluate the outcomes of the Spring Offensive, including territorial gains for Germany and the subsequent exhaustion of their resources and manpower.

- c. **Examine Specific Battles:** Understand the significance of key battles within the offensive, such as the Battle of the Lys, the Third Battle of the Aisne, and the Second Battle of the Marne.

3. The Allied Drive to Victory (July–November 1918)

- a. **Understand the Hundred Days Offensive:** Explain the strategic importance of the Hundred Days Offensive and its role in ending World War I.
- b. **Analyze Key Battles:** Detail the major battles during the Hundred Days Offensive, including the Battle of Amiens, the Battle of Albert, and the Meuse-Argonne Offensive.
- c. **Evaluate Military Strategies:** Assess the strategies used by the Allied forces that led to their final victories and the collapse of German morale.

4. Reasons for German Defeat

- a. **Identify Critical Failures:** Discuss the reasons behind the failure of the German Spring Offensive, including the lack of clear objectives and the over-reliance on Stormtroopers.
- b. **Understand Political Changes:** Explain the political shifts in Germany, such as the advice for Kaiser Wilhelm II to request a ceasefire and the eventual mutiny among German sailors.
- c. **Evaluate the Armistice and Treaty:** Summarize the events leading to the signing of the Armistice of Compiègne and the significance of the Treaty of Versailles in formally concluding the war.

5. The U-boat Threat, the Lusitania, and Anti-U-boat Measures

- a. **Understand U-boat Warfare:** Explain the significance of unrestricted submarine warfare by Germany and its impact on the war.
- b. **Analyze Specific Incidents:** Describe the sinking of the Lusitania and its consequences for US-German relations.
- c. **Evaluate Anti-U-boat Measures:** Assess the measures taken by the Allied forces to counter the U-boat threat and their effectiveness.

6. The Importance of the Gallipoli Campaign

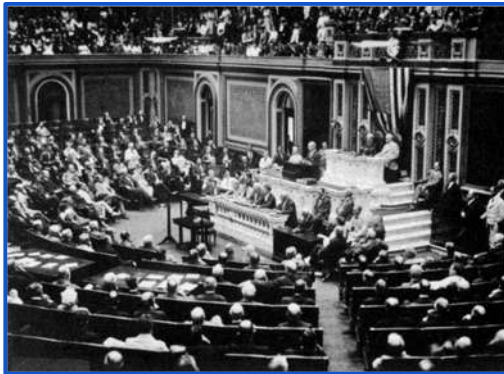
- a. **Describe the Campaign Objectives:** Outline the main objectives of the Gallipoli Campaign and the reasons for its initiation.
- b. **Evaluate the Campaign's Outcome:** Analyze the reasons for the failure of the Gallipoli Campaign and its impact on the war and the involved parties.
- c. **Understand the Human Cost:** Discuss the human cost of the campaign and its long-term effects on the soldiers and nations involved.

7. The Role of Technology and Tactics in WWI

- a. **Identify Key Technological Advances:** Describe the new military technologies and tactics used during World War I, including trench warfare, poison gas, and tanks.
- b. **Analyze the Impact on Warfare:** Assess how these technologies and tactics changed the nature of warfare and contributed to the overall strategy and outcomes of battles.

5.1 The significance of the US entry into the war

The US had remained neutral for most of the war as per President Woodrow Wilson's proclamation. However, when Germany's U-boat sunk British ocean liner Lusitania and some US ships in 1915, the US no longer kept its nonintervention. More than 1,000 people died, including 128 Americans. The US viewed this move as a violation of their rights as a neutral nation. Americans began to protest and held strong public opinion against Germany.



President Woodrow Wilson before Congress proclaiming the break in official relations with Germany in February 1917

In February 1917, Congress passed an arms appropriations bill worth \$250 million intended to prepare the US for war.

On 2 April 1917, President Woodrow Wilson stood in a joint session of Congress to call for a declaration of war against Germany. Four days later, the US officially entered the war.



“The world must be made safe for democracy.”

- In early 1917, there were only 133,000 members in the US army.
- Upon the passage of the Selective Service Act, 2.8 million men were inducted into the US army by the end of the Great War.
- During the war, approximately 2 million additional men served in the armed forces voluntarily.
- Over 2 million US troops served on the Western Front.
- Over 50,000 US troops died on the Western Front.

June 1917 - The first US infantry troops arrived in Europe.

October 1917 - The first US soldiers entered into combat.

December 1917 - The US declared war against Austria-Hungary.

November 1918 - The Allied Forces emerged victorious.

The defeat of Germany was largely caused by the entry of the United States into the war, as it was foreseen in 1916. American entry would mean a big boost for the Allied forces, as they would benefit from the essential supply production of the US. And that did indeed happen. The contributions of the US can be summed up in two parts: **economic loans** and the **military**. US troops increased from 85,000 to 1.2 million by September 1917.



1918

- The fifth and final year of the war.
- The year when US troops were steadily increasing to the point that they were sending around 10,000 new soldiers to France each day.
- The year when the Royal Flying Corps and the Royal Naval Air Service were combined to form the Royal Air Force.

Tactics & Technology

- Increase in manpower on the side of the US and the Allied Powers.
- The US Navy sent out massive support: destroyers, submarines, and even a battleship group to Scapa Flow.
- The American Expeditionary Forces called for the use of frontal assaults.

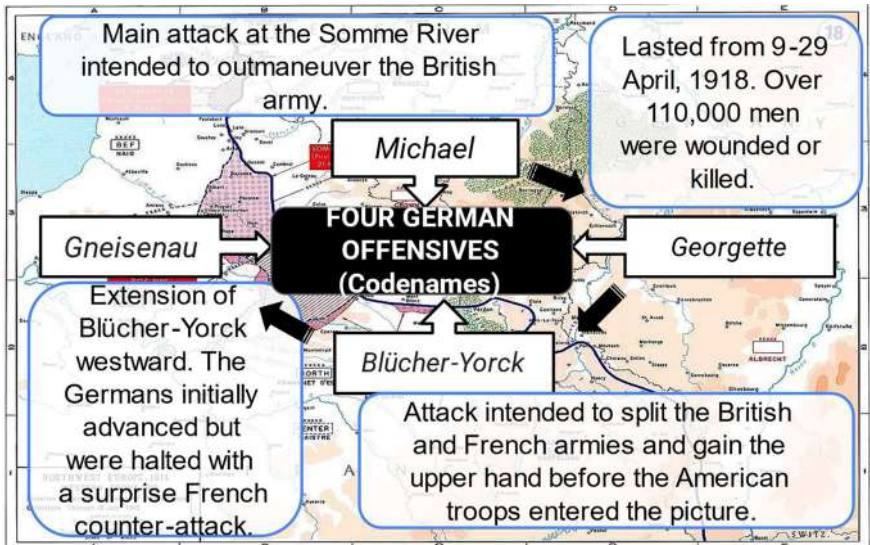


An American major, piloting an observation balloon near the front, 1918

5.2 Key features of the Ludendorff Spring offensive (1918)

Ludendorff German Spring Offensive

On 21 March 1918, Germany launched the Ludendorff Offensive against the British. It was also known as the Spring



Offensive or Kaiserschlacht meaning "Kaiser's Battle."

Germany rushed into defeating the Allied Powers before the manpower and materials coming from the US overpowered them.

Results of the Spring Offensive

- Territorial gains for Germany
- The resources and manpower of German troops were exhausted
- The Allies were also negatively affected but recovered thereafter



A photo of French and British troops marching back

TIMELINE

9 April 1918 - *The Battle of the Lys*: Germany's second Spring Offensive.

27 May 1918 - *Third Battle of the Aisne*: Germany's third Spring Offensive.

28 May 1918 - *The Battle of Cantigny*: America wins its first major American offensive.

15 July 1918 - *The Second Battle of Marne*: the final push of Germany's Spring Offensive.

5.3 The Allied drive to victory (July–November 1918)

The Hundred Days Offensive

The ultimate offensive that happened in the First World War was The Hundred Days Offensive. After the Germans made impressive gains with their offensive, the Allies rallied and launched a series of successful offensives against the Germans.



AUSTRALIAN WAR MEMORIAL

ART03022

On 8 August 1918, the **Battle of Amiens** marked the beginning of the end. Led by the British Fourth Army, ten Allied divisions of the British, French and Australian forces went full force with more than 500 tanks. This attack resulted in around 30,000 German casualties. German morale collapsed. General Erich Ludendorff called the day “**The Black Day of the German Army.**”



Taken in Somme on 1 September 1918

On 10 August, the Germans pulled back from their present occupation and went back to their stable defensive line: the Hindenburg Line.

Germany's fallback was caused by the Allies launching multiple offensives on the Western Front.

HUNDRED DAYS OFFENSIVE

21 August 1918 - *Battle of Albert* was launched by the British and Dominion forces.

15 September 1918 - *The Vardar Offensive* against Bulgarian forces until Bulgaria signed an armistice.

19 September 1918 - The British launched the Battle of Megiddo against Turkish forces in Palestine.

26 September 1918 - The last Franco-American campaign called the *Meuse-Argonne offensive* began. Corporal Alvin York captured 132 German prisoners which he became known for.



Photo of Canadian troops in a ditch

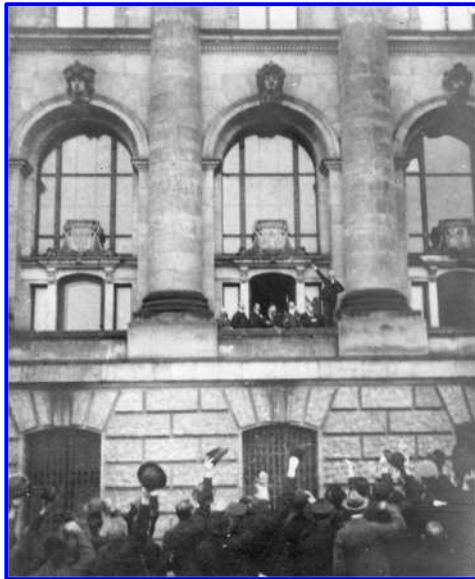
5.4 Reasons for German defeat

March 1918 - The failure of the German Spring Offensive in March 1918 greatly impacted the German Empire's military situation. It failed due to General Erich Ludendorff not setting clear objectives, therefore, becoming feeble-minded during the offensive. Their reliance on Stormtroopers failed them too, as the Stormtroopers suffered casualties and were unable to replace them with other troops.

September 1918 - In September 1918, Wilhelm Kaiser II was advised to request a ceasefire from the Entente (The Russian Empire, French Third Republic and The United Kingdom of Great Britain and Ireland), and to put the government on a more democratic footing, hoping for a more peaceful outcome. This happened as the Germans' military situation was in decline.

October 1918 - Come October 1918, Admiral Franz Hipper, who was in charge of the imperial naval command, planned to dispatch the German High Seas Fleet for a final battle against the Royal Navy in the English Channel. This triggered a mutiny among the affected sailors, which led to a more serious mutiny.

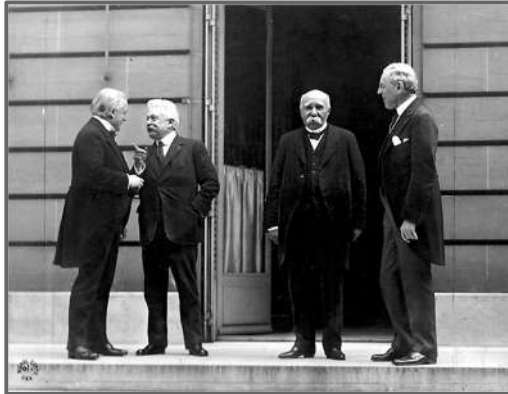
November 1918 - Due to the Kaiser's failure of duty, and the diminishing morale of the German High Seas Fleet, on 3 November 1918, the workers and sailors of the German High Seas Fleet in Kiel rebelled. On 9 November, Prince Max of Baden, the newly appointed Imperial Chancellor who was appointed by the Kaiser, announced the **Kaiser's abdication**.



Philipp Scheidemann's proclamation on the Reichstag balcony (9 November 1918)

Germany inched closer and closer towards retreat. The military defense was failing and the public's confidence in the Kaiser was disappearing. The Kaiser abdicated and Prince Maximilian of Baden took charge as Chancellor of Germany. Under the new government, the Chancellor began negotiating with the Allies. President Woodrow Wilson wanted monarchy and parliamentary control over the German military. On 9 November, Philipp Scheidemann declared Germany a republic. The Kaiser and other hereditary leaders were renounced from their thrones. Wilhelm fled to the Netherlands as an exile. Imperial Germany was replaced by the **Weimar Republic**.

On 11 November 1918, the Germans signed the Armistice of Compiègne which ended the battles on the Western Front. The armistice gave the ultimate victory for the Allies and defeat for Germany despite the absence of a formal retreat. It was not until after six months of negotiations at the Paris Peace Conference that a peace treaty completely concluded the war. This treaty was called the **Treaty of Versailles**.



The heads of the four Allied Powers at the Paris Peace Conference





Men of US 64th Regiment, 7th Infantry Division, celebrate the news of the Armistice, 11 November 1918

Glossary of Terms

Spring Offensive - A series of German attacks on the Western Front that lasted from 21 March 1918 to 18 July 1918.

Hundred Days Offensive - The final period of First World War I when the Allied Powers launched offensives that eventually forced Germany out of France.

Hindenburg Line - A stable defensive position of the Germans built during the winter of 1916–1917 on the Western Front.

Weimar Republic - The name of the German state from 1918 to 1933 which was derived from the city where the new government's constitutional assembly first took place.

Abdication - Act of relinquishing power, control or responsibility

Treaty of Versailles - The treaty that officially ended the First World War.

Chapter 6 - The establishment of the Weimar Republic and its early problems

Important Keywords

Monarchy

Weltpolitik

Democracy

Hyperinflation

Kaiser

Treaty of Versailles

I herewith renounce for all time claims to the throne of Prussia and to the German Imperial throne connected therewith

Part of Kaiser Wilhelm II's abdication proclamation

Learning Standards:

Change, Continuity, and Context

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Learning Objectives:**1. Historical Context: Germany and the First World War**

- a. **Analyze German Unification:** Describe the unification of the German states in 1871 and the formation of the German Empire.
- b. **Evaluate Wilhelm II's Rule:** Explain the role of Kaiser Wilhelm II in German politics and his influence on Germany's domestic and foreign policies.
- c. **Understand Industrialization:** Assess the impact of industrialization on Germany's economy, society, and its rise as a major imperial power.
- d. **Examine Social Changes:** Discuss the social hierarchy in Germany and the rise of the Social Democratic Party by 1912.

2. The Abdication of the Kaiser and the German Revolution

- a. **Understand the Decline of the Kaiser's Power:** Explain how Wilhelm II's power decreased during World War I and the role of military leaders in German politics by 1916.
- b. **Analyze the German Revolution:** Describe the events leading to the abdication of Kaiser Wilhelm II and the emergence of the German Revolution.
- c. **Examine the Aftermath:** Evaluate the social and economic challenges faced by Germany after the war, including food shortages and the Spanish flu pandemic.

3. **The Strengths and Weaknesses of the New Republic and its Constitution**

- a. **Understand the Weimar Republic:** Describe the formation of the Weimar Republic and its democratic framework.
- b. **Analyze the Weimar Constitution:** Assess the strengths and weaknesses of the Weimar Constitution, including proportional representation and Article 48.
- c. **Evaluate Political Conflicts:** Discuss the political conflicts and lack of leadership within the Weimar Republic.

4. **Reactions to the Treaty of Versailles**

- a. **Understand the Treaty of Versailles:** Explain the main terms of the Treaty of Versailles and its impact on Germany.
- b. **Analyze Economic Consequences:** Evaluate the economic consequences of the treaty, including reparations and the loss of territory.
- c. **Examine Public Reaction:** Discuss the German public's reaction to the treaty and its role in shaping post-war Germany.

5. **Challenges from Right and Left, including the Kapp Putsch and the Spartacist Uprising**

- a. **Understand Political Uprisings:** Describe the Spartacist Uprising and the Kapp Putsch, including their causes and outcomes.
- b. **Evaluate Government Response:** Assess the response of the Weimar government to these uprisings and the role of the Freikorps.

- c. **Analyze Political Instability:** Discuss the impact of these challenges on the stability of the Weimar Republic.
6. **French Occupation of the Ruhr and the Causes and Effects of Hyperinflation**
 - a. **Understand the Ruhr Occupation:** Explain the reasons behind the French occupation of the Ruhr and its impact on German industry.
 - b. **Analyze Hyperinflation Causes:** Evaluate the causes of hyperinflation in Germany, including the government's economic policies.
 - c. **Examine Hyperinflation Effects:** Discuss the effects of hyperinflation on German society, including its impact on different social groups and the economy.

Content

- The Abdication of the Kaiser and the German Revolution.
- The strengths and weaknesses of the new Republic and its Constitution.
- Reactions to the Treaty of Versailles.
- Challenges from Right and Left, including the Kapp Putsch and the Spartacist uprising.
- French occupation of the Ruhr.
- Causes and effects of hyperinflation.

LATEST REPORTS FROM CALGARY OIL DISTRICT (See Page 19)

THE PAPER THAT PRINTS THE FACTS

LATE EDITION



The World

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THE PAPER THAT PRINTS THE FACTS

TWO CENTS

NEWS STANDS AND TRAINS FIVE CENTS

TWENTY-FOUR PAGES VANCOUVER, B. C., SATURDAY, AUGUST 1, 1914. PAGES 1 TO 24

GERMANY DECLARES WAR

ST. PETERSBURG, AUGUST 1.—The German Emperor, in the name of his government, sent to the Russian Minister of Foreign Affairs, at 7:50 o'clock, a declaration of war.

ENGLISH PAPERS OF BOTH PARTIES PROTEST AGAINST INTERVENTION BY GREAT BRITAIN

Many Liberal and Unionist Groups Denounce That Country Should Join Side From Struggle

BERNARD SHAW OFFERS CHARACTERISTIC VIEWS

No Reason Why We Should Join Quicker Than First shot is Fired

Shaw, in his editorial, says that the Liberal party, in its opposition to the war, is not only the only party in the world which is not in the wrong, but is the only party which is in the right. He says that the Liberal party is the only party in the world which is not in the wrong, but is the only party which is in the right. He says that the Liberal party is the only party in the world which is not in the wrong, but is the only party which is in the right.

Trans-Atlantic Liners Locked Up In New York

NEW YORK, Aug. 1.—The transatlantic service between New York and continental Europe was suspended today by the Canadian and the International Navigation Marine Company, which controls the White Star, Red Star, American, Leyland, Dominion and Atlantic Transport Lines.

Sailings for British ports via these lines was not interrupted, since only one, a White Star liner, was scheduled to sail today. The Canadian and the International Navigation Marine Company, which controls the White Star, Red Star, American, Leyland, Dominion and Atlantic Transport Lines, said that the company had no choice but to suspend the service, as the Canadian government had ordered the company to do so.

INSURANCE FOR WAR RISKS HERE IS PROHIBITIVE

Latest Rate Quoted is Between 3 and 5 Per Cent on Compared With Usual Rate of 1-1/2 of 1.

SHIPPERS ASSUME RISK ON A VARIOUS

Military Preparations Continue

London-York, Women Volunteer as Nurses

Shippers here are assuming the risk of war on a various basis, according to the latest information received from the insurance companies. The rate for war risks is quoted as between 3 and 5 per cent, compared with the usual rate of 1-1/2 per cent. The shippers are assuming the risk on a various basis, according to the latest information received from the insurance companies.

GERMANY AND FRANCE MOBILIZE; ULTIMATUM TO FRANCE EXTENDED

War Bulletins

Berlin Gives Republic Another Forty-Eight Hours In Which to Reply to Demand to Maintain Neutrality.

CENSORSHIP STOPS DISPATCH OF WAR NEWS FROM EUROPE

BERLIN, Aug. 1.—Emperor William signed an order mobilizing the German army at 3:15 o'clock this evening.

PARIS, Aug. 1.—The mobilization of the French army, according to the official decree, is to be completed at 11:30 o'clock Sunday night.

PARIS, Aug. 1.—The decree of mobilization of the French army has not terminated diplomatic relations between France and Germany. Conversations between the powers, notably Berlin, Russia and Austria and between France and Germany, continued this evening.

PARIS, Aug. 1.—President Poincaré and members of the French cabinet have just left for the front.

The front page of the Aug. 1, 1914, Vancouver World featuring the declaration of war between Germany and Russia, which sparked the First World War

In 1871, 25 independent states unified as one under the new German Empire.

The German Empire, 1871-1918

Geographical Features: NORTH SEA, BALTIC SEA

States and Provinces: Schleswig-Holstein, Lübeck, Mecklenburg-Schwerin, Pomerania, West Prussia, East Prussia, Oldenburg, Bremen, Hanover, Schaumburg-Lippe, Brunswick, Saxony, Mecklenburg-Strelitz, Berlin, Brandenburg, Anhalt, Saxony, Westphalia, Lippe, Waldeck, Rhineland, Hesse-Nassau, Hesse, Thuringian States, Dresden, Saxony, Silesia, Prussia, Baden, Württemberg, Bavaria, Alsace-Lorraine, Hohenzollern, Sigmaringen, Karlsruhe, Stuttgart, Munich.

Legend:

- Prussia
- Prussian provincial border
- Belonging to Oldenburg
- Belonging to Mecklenburg-Strelitz
- Belonging to Prussian Saxony
- Belonging to Hesse-Nassau

Other Legend Items:

- KINGDOMS:** Prussia, Bavaria, Saxony, Württemberg
- GRAND DUCHIES:** Baden, Hesse, Mecklenburg-Schwerin, Mecklenburg-Strelitz, Saxe-Weimar, Anhalt
- DUCHIES:** Brunswick, Saxe-Miningen, Saxe-Altenburg, Saxe-Coburg-Gotha, Anhalt
- PRINCIPALITIES:** Schwarzburg-Sondershausen, Schwarzburg-Rudolstadt, Waldeck, Reuss, Older Line, Reuss, Younger Line, Schaumburg-Lippe, Lippe
- HANSA CITIES:** Lübeck, Bremen, Hamburg
- IMPERIAL TERRITORY:** Alsace-Lorraine
- * Thuringian States

Scale: 0 50 100 Miles

He inherited the throne from his father, Prince Frederick Wilhelm of Prussia and Princess Victoria of England.



Kaiser Wilhelm II ruled Germany from 1888-1918

Two years after his coronation, Wilhelm broke away from German Chancellor Otto von Bismarck and began to control German politics under his New Course.

CONSTITUTIONAL MONARCHY. After unification into one German Empire, it was expected to be ruled under a constitutional monarchy wherein the monarch was supposed to lead with the advice of parliament. This did not happen, however, as the Kaiser ruled with absolute power.

Democracy was introduced to Germany in 1871 and the German Parliament, the Reichstag, was established. Various political parties emerged representing different groups including workers, Catholics, Protestants, and states like Bavaria, despite the Kaiser's ambition for absolute rule.

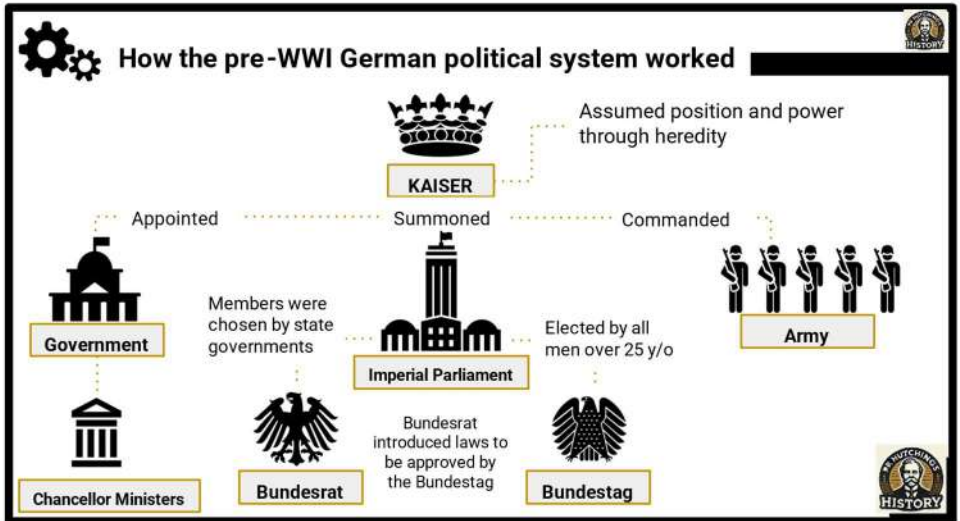
THE REICHSTAG Initially, the Reichstag had 382 members until 1874 when it had 397. Representatives were first elected every three years until it was extended to five years in 1888.



Image of the Reichstag building in the 1890s

HANDBRAKE ON DEMOCRACY

Kaiser Wilhelm continued to grow and his power, which slowed down the development of democracy in Germany.



HISTORICAL CONTEXT

During the second half of the 19th century, Germany underwent industrialization in which agricultural production was replaced by modern industries including manufacturing and construction. At the time of German unification, industrialization was further fueled by Germany becoming the largest industrial economy in Europe.

German economy in 1914

- **Coal**
- **Cotton cloth (Cotton from German controlled African colonies)**
- **Automotive construction**
- **Iron**
- **Electrical products**
- **Steel**
- **Chemical industry**



The above image shows a German factory using mechanical equipment to greatly increase production. Industrialization led to improved infrastructure and weapons production. Germany increasingly assumed the form of a major imperial power.

Accompanied by rapid industrialization, the German population doubled, especially in Berlin. By 1910, about 60% of Germans lived in cities such as Munich, Essen and Kiel. But despite industrialization and changes in demographics, the social hierarchy in German society remained the same.

By **1910**, there were about **11** million German industrial workers, making them a dominant group able to influence politics. Due to support by workers, by 1912, the SPD or the German Social Democratic Party became the largest party in the Reichstag.



SPD BACKSTORY

Several social reforms began in the 1880s under German chancellor Otto von Bismarck. Among these reforms was the reduction of SPD support but none were approved by the Reichstag. Conversely, Bismarck also pushed for social insurance systems for the German people.

REVIEW OF THE HISTORICAL CONTEXT OF WWI

Years prior to World War I, Kaiser Wilhelm II adopted foreign and domestic policies that ignited tension in Europe. German ideologies of militarism, imperialism and nationalism plus the Kaiser's ambitions set the stage for the Great War.

July 1914 - Germany employed the **Schlieffen Plan**, which would see the swift invasion and capture of France and Belgium in the coming months.

Late 1914 - The civilian population of Germany was sandwiched between Russian and British-French forces. Their trade and imports were affected by the **blockade**.

Mid – 1916 - The Chancellor and Reichstag implemented a '**Silent Dictatorship**', a term used by some historians. They imposed food rationing and compulsory labor among adult men and seized control of the press.

August 1916 - Agricultural workers were relocated to munition factories under the **Hindenburg Program**. Unrestricted submarine warfare was also introduced.

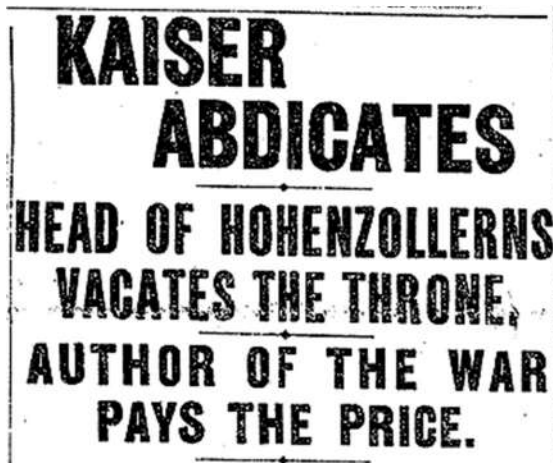


6.2 The Abdication of the Kaiser and the German Revolution

Wilhelm's power decreased steadily in wartime, and by 1916 the Empire had become a military dictatorship controlled by Field Marshal von Hindenburg and General Erich Ludendorff although Wilhelm still retained the ultimate authority.

By 1918, support for the Kaiser had totally collapsed, and an uprising in Belgium took him by surprise. The emergence of the German Revolution caused him to abdicate on 9 November 1918 when it became clear that only Friedrich Ebert, leader of the SPD, could effectively exert control of Germany. Wilhelm went into exile in the Netherlands.

Statement of Abdication. I herewith renounce for all time claims to the throne of Prussia and to the German Imperial throne connected therewith. At the same time, I release all officials of the German Empire and of Prussia, as well as all officers, non-commissioned officers and men of the navy and of the Prussian army, as well as the troops of the federated states of Germany, from the oath of fidelity which they tendered to me as their Emperor, King and Commander-in-Chief. I expect of them that until the re-establishment of order in the German Empire they shall render assistance to those in actual power in Germany, in protecting the German people from the threatening dangers of anarchy, famine, and foreign rule. Proclaimed under our own hand and with the imperial seal attached. Amerongen, 28 November 1918. Signed WILLIAM



After the war, food shortages in Germany were prevalent. Many civilians were on the brink of starvation as, with most men drafted into the military and others moved into industry, there were insufficient laborers in agriculture.

Around 750,000 people died of flu, other diseases, and starvation after the war. In addition, the newly established Weimar government experienced problems due to the shock of German defeat in the war. German soldiers who returned from the war felt betrayed because of the country's unexpected loss. As a result, those who were armed became sources of chaos.



Nurses in a German hospital looking after convalescent soldiers during the Spanish flu pandemic, 1918

With about 2 million war casualties, the workforce could not recover.

THE GERMAN REVOLUTION

Lasting from November 1918 to August 1919, this civil conflict emerged at the end of WWI. It resulted in the replacement of the German federal constitutional monarchy with a democratic parliamentary republic that later became known as the Weimar Republic and the creation of the Weimar Constitution.

“The population was in the streets. From all sides masses of humanity, a sea of swinging, pushing bodies and distorted faces was moving toward the center of the town. Many of the workers were armed with guns, with bayonets, with hammers.”
Jan Valtin, a member of the Spartacist League of Youth

4 November 1918 - Characterized by the red flags flying over Imperial buildings, the flames of revolution in Germany began.

6 November 1918 - Hamburg, Bremen and Lübeck were taken over by the Sailors', Soldiers', and Workers' Councils.

7 & 8 November 1918 - Dresden, Leipzig, Chemnitz, Magdeburg, Brunswick, Frankfurt, Cologne, Stuttgart, Nuremberg, and Munich followed.

9 November 1918 - The Workers and Soldiers' Councils were established in Berlin, which officially started the revolution.



6.3 The strengths and weaknesses of the new Republic and its Constitution

The Weimar Republic was a short-lived democratic government of Germany, which began in 1919 and ended in 1933. Despite its notable achievements with a few national policies, its inability to address socio-political weaknesses contributed to its collapse.

Political Conflict - Clashes between the **Social Democrats**, who set up the parliamentary system, and the **Communist Party**. In addition, monarchist groups were also against the Republic.

Lack of Leadership - Many parties had different aims, which made it difficult to unite and govern as one. In addition, President Ebert was not a popular leader.

Weak Constitution - **Article 48** gave the President absolute power in times of emergency. Moreover, **election by a proportional representation** made the passage of laws by small parties difficult.

Amidst having several weaknesses, the Weimar Republic and Constitution provided Germans with a voting system based on fairness. Moreover, Article 48 granted the President the power to make quick decisions in times of emergencies, and it allowed several political parties to exist and run the country.

WEIMAR CONSTITUTION

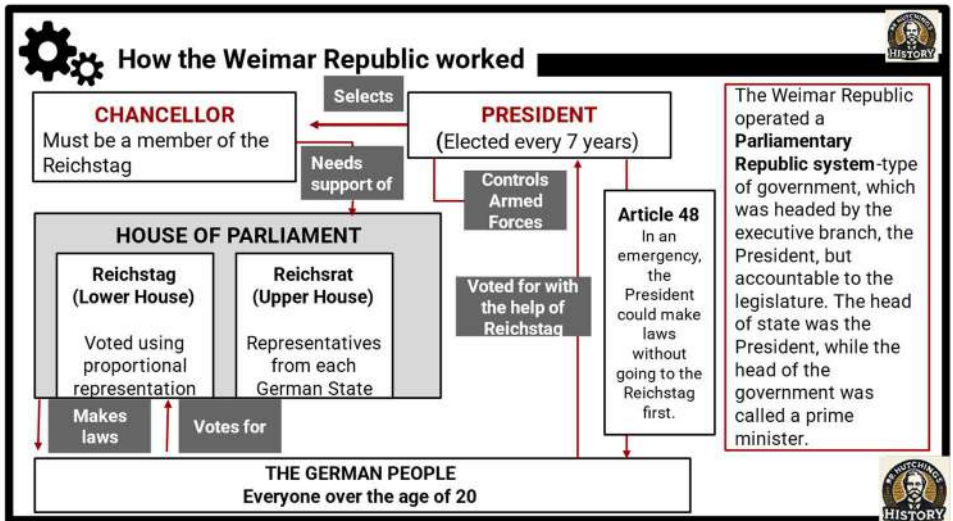
Ideally, the Weimar Republic was established to look and protect the interests of the German people through a representative democracy.



Image of the Weimar Constitution cover

Strengths	Weaknesses
<p>DEMOCRACY Every four years, all German over 20 could vote the members of the parliament and president.</p> <p>REICHSTAG Unlike the tsarist regime, the Reichstag body was created to appoint members of the government and made all laws.</p> <p>BILL OF RIGHTS Freedom of religion, speech, and equality under the law were given to all German citizens.</p>	<p>PROPORTIONAL REPRESENTATION The same percentage of seats in parliament as the percentage of votes, which made passage of laws difficult for small parties.</p> <p>ARTICLE 48 In case of emergency, the president had the power to enact laws without the parliament's approval.</p>

6.4 How the Weimar Republic worked



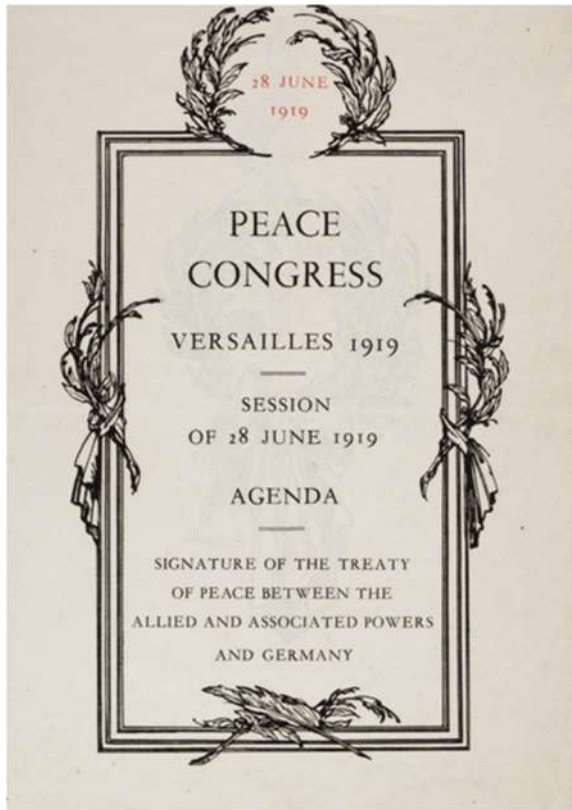
6.5 Reactions to the Treaty of Versailles

The Armistice of 11 November 1918 ended conflict between the Allies and Germany, thereby ending WWI. It was prolonged three times until the Treaty of Versailles was signed on 28 June 1919 and took effect on 10 January 1920.

On 29 September 1918, the German Supreme Army Command informed Kaiser Wilhelm II that winning the war was hopeless. Ludendorff requested an immediate ceasefire and recommended the acceptance of U.S. president Woodrow Wilson's Fourteen Points.

Prince Maximilian of Baden was appointed Chancellor of Germany (prime minister) in October to

negotiate an armistice not realizing that the Kaiser's abdication was an essential component for peace.



The Treaty of Versailles

On June 28, 1919, the **Treaty of Versailles** was signed, which officially ended WWI. The Allies predominantly wrote the treaty with almost no participation from Germany. The treaty included 15 parts and 440 articles, including the establishment of the League of Nations.

Aside from the loss of territory, the Treaty of Versailles also stipulated control of the German military and abolition of the Air force.

- **Conscription** or compulsory enlistment of civilians in the national service was banned
- **0** submarines
- Navy was reduced to **15,000** men and a maximum of **6** battleships
- A maximum of only **100,000** troops in the army. This was a reduction from the Kaiser's 1 million soldiers, then, the largest army in Europe.
- **0** tanks were allowed
- Navy was reduced to **15,000** men and a maximum of **6** battleships



Map of Europe before and after the Treaty of Versailles



After the war, the monarchy was never restored, and Germany entered a period of isolation from international politics.

The Treaty of Versailles blamed Germany for the First World War. As a result, Germany was held accountable for the cost of the war and the Treaty dictated that compensation be paid to the Allies. The payments were called **reparations**.

£6.6 billion

Equivalent to £248 billion in 2018, these factors would make it harder for the German economy to recover. Further to this, the casualties suffered during the war impacted the labor force. Germany lost approximately 1.7 million men during the war and a further 4.2 million were listed as wounded.

The economic might of Germany had been stretched to the limits during the war. Having to rebuild the economy while paying reparations made it a particularly difficult task. In addition, Germany had lost some of its most valuable sources of raw materials as its colonies and some of the areas ceded to other countries were rich sources of income.



FOR DEFENCE ONLY.
GERMANY. "I NEVER DID LIKE THE LOOK OF THAT OLD WORD."

Political cartoon of German reparations after the war

6.6 Challenges from Right and Left, including the Kapp Putsch and the Spartacist Uprising

After the signing of the armistice in 1918, many Germans demised the government and called them **November Criminals**. This created uprisings on both sides of German politics.

SPARTACIST - Post-World War members of the Communist Party consisted of the **Spartacists**. They rebelled in Berlin in January 1919 but were defeated by the

Freikorps or ex-soldiers. Its leaders, Rosa Luxemburg and Karl Liebknecht were hanged.

KAPP PUTSCH - After the treaty, membership of the Freikorps diminished. They were reorganized by right-wing nationalist Dr Wolfgang Kapp to take over Berlin. Even with the refusal of the army to attack the Freikorps, Kapp failed in his takeover even when a Berlin worker who refused to join was sent to prison for six months.



The Spartacist uprising in 1919 showing leaders Karl Liebknecht and Rosa Luxemburg

6.7 Weimar Political Parties in the Reichstag



LEFT WING

The left wing of the Weimar Republic was composed of the Communists (KPD) and Social Democrats (SPD). They were strong supporters of taxation, welfare programmes, labour unions, and equality for women. Unlike the right, they were less militaristic and anti-semitic. However, the KPD believed in the republic, while the SPD favoured Russian communism.

During Weimar Germany, political parties gained considerable power, especially those who dominated parliament. The concept of left-wing and right-wing politics emerged. Parties sides were then identified through initials on their seats.

INITIAL	GERMAN	ENGLISH TRANSLATION
D	Deutsche	German
D	Demokratische	Democratic
S	Sozialistische	Socialist
Z	Zentrum	Center
K	Kommunistische	Communist

RIGHT WING

The right wing was comprised of the German Nationalist Party (DNVP) and National Socialist Party (NSDAP-Nazi) who were extremely nationalistic and believed in the capability of a large army. They also favoured industrialism controlled by large estates. Moreover, they supported the role of religion and the traditional role of women.



CENTRE



The Democratic Party (DDP), Catholic Center Party (Z) and the People's Party (DVP) composed the Centre. Unlike the left and right wing, the Centre was most moderate. Amidst the diversity of the Centre, they strongly protected the interests of Germany's Catholic population.



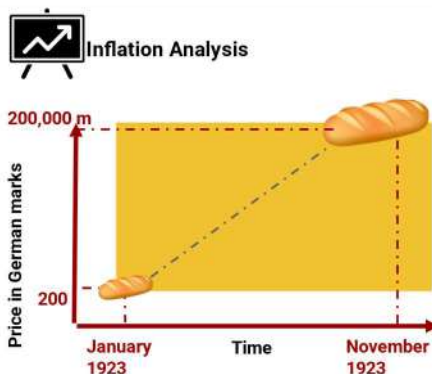
6.8 French occupation of the Ruhr. Causes and effects of hyperinflation

Because of failing to pay reparations, the German industrial area of Ruhr was occupied by about 60,000 French and Belgian troops in January 1923.

EFFECTS

Key industries and factories located in the Ruhr were controlled by the French. In response, the Weimar government persuaded the German workers to go on strike instead of working for the French. Instead of negotiating with the German workers, the French sent their own laborers to do the work and began arresting leaders of the movement.

Inflation Analysis



Price in German marks

The effect was that the German economy was devastated by hyperinflation due to shortages of food and the government's move to produce more money to pay workers on strike.

CAUSES OF HYPERINFLATION

- In mid-1923, there were more than 30 factories, 1,800 banknote printing presses, and 133 companies issuing *Reichsmarks*.
- Devaluing foreign exchange rates.

EFFECTS OF HYPERINFLATION

- The buying power of the German mark decreased which led sellers to increase the price of goods.
- Business and trade abroad were impossible.
- The German government had no capacity to pay reparations.



Image of a German sweeping a street filled with devalued banknotes

Inflation Winners and Losers

Winners

- Borrowers were able to pay their debts or loans easily.
- Farmers with in-demand products received more money.

Losers

- People with fixed income and pensioners lost income.
- Wealth through savings and creditors damaged

Glossary of Terms

Monarchy - A type of government system in which power is vested upon a monarch or person representing a dynasty.

Kaiser - The title used by the German Emperor, King of Prussia, and Emperor of Austria.

Treaty of Versailles - A peace agreement that put an end to WWI and sanctioned Germany for the losses it caused the Allied powers.

Democracy - A system of government in which the population are eligible members of the state who can influence politics through elections.

Weltpolitik - A foreign policy adopted by Kaiser Wilhelm II, which aimed to make Germany a global superpower.

Hyperinflation - An economic phenomenon of accelerating inflation diminishing the value of the currency as the price of goods and services increases.

Thinking Time

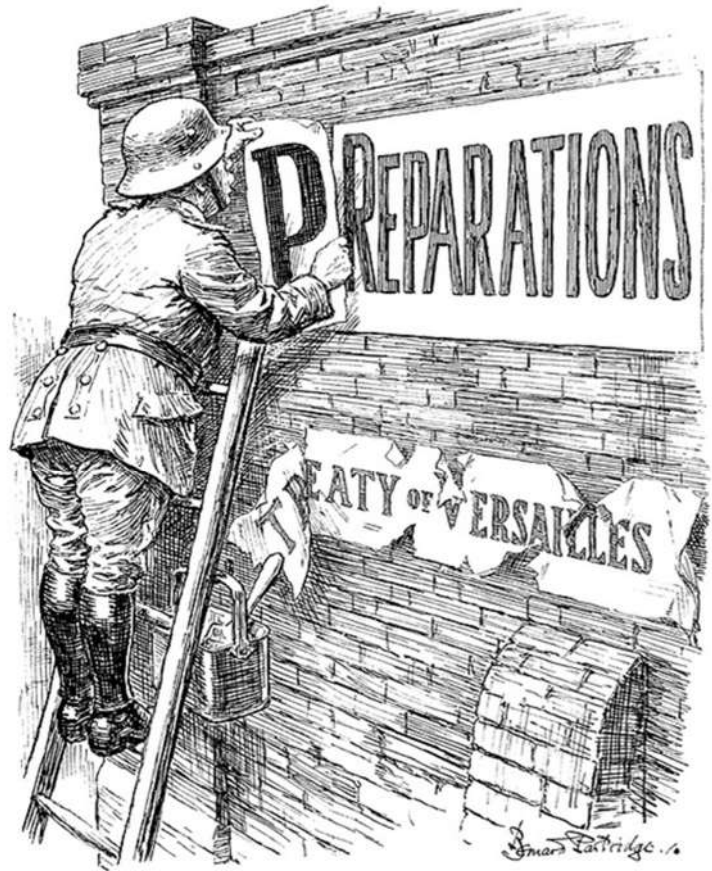
Source A: The text of Kaiser Wilhelm II's abdication proclamation:

I herewith renounce for all time claims to the throne of Prussia and to the German Imperial throne connected therewith. At the same time, I release all officials of the German Empire and of Prussia, as well as all officers, non-commissioned officers and men of the navy and of the Prussian army, as well as the troops of the federated states of Germany, from the oath of fidelity which they tendered to me as their Emperor, King and Commander-in-Chief. I expect of them that until the re-establishment of order in the German Empire they shall render assistance to those in actual power in Germany, in protecting the German people from the threatening dangers of anarchy, famine, and foreign rule.

Proclaimed under our own hand and with the imperial seal attached.

Amerongen, 28 November 1918

Source B:



FOR DEFENCE ONLY.

GERMANY. "I NEVER DID LIKE THE LOOK OF THAT OLD WORD."

"I never did like the look of the old word."

Discuss the factors that allowed the Weimar Republic to survive the political and economic challenges it faced between 1918 and 1924.

Acknowledgments

I am deeply grateful to the many individuals who have supported and contributed to the creation of this book. Their encouragement, collaboration, and belief in my work have been invaluable.

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To all of you, thank you for being a part of this journey. This book would not have been possible without your support and contributions.

With deepest gratitude,

Karold M. Hutchings

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Glossary

Alliances: Agreements between nations to aid and protect each other. Before WWI, European countries formed alliances that ultimately drew them into war.

Armistice: An agreement made by opposing sides in a war to stop fighting for a certain time; a truce. The Armistice of November 11, 1918, ended fighting on land, sea, and air in WWI between the Allies and their opponent, Germany.

Attrition Warfare: A military strategy in which a belligerent attempts to win a war by wearing down the enemy to the point of collapse through continuous losses in personnel and material.

Balance of Power: A situation in which nations of the world have roughly equal power. The concept was used to create a stable international system by preventing any one nation or alliance from dominating others before WWI.

Conscription: Mandatory enlistment in a country's armed forces. Many nations introduced or expanded conscription to build their military forces during WWI.

Entente Powers: Also known as the Allies, this included countries like the United Kingdom, France, Russia, and later the United States and Italy, among others, that opposed the Central Powers in WWI.

Imperialism: A policy of extending a country's power and influence through colonization, use of military force, or other means. Competition for colonies and resources was a significant cause of WWI.

Militarism: The belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.

Nationalism: Patriotic feeling, principles, or efforts. An extreme form of this, especially marked by a feeling of superiority over other countries, contributed to tensions between European countries before WWI.

Neutrality: The state of not supporting or helping either side in a conflict. Some countries, like Switzerland, maintained neutrality throughout WWI.

Propaganda: Information, especially of a biased or misleading nature, used to promote a political cause or point of view. During WWI, governments used propaganda to maintain support for the war effort and to demonize the enemy.

Reparations: Payments made by a defeated country to the victors for the damage caused during a war. After WWI, the Treaty of Versailles required Germany to make significant financial reparations.

Self-determination: The process by which a country determines its own statehood and forms its own allegiances and government. President Woodrow Wilson championed this principle for the nationalities within the defeated Ottoman and Austro-Hungarian Empires.

Stalemate: A situation in which neither side in a conflict can win a decisive victory or make any significant progress, exemplified by the Western Front during much of WWI.

Total War: A conflict in which the participating countries devote all their resources to the war effort. WWI saw nations mobilize their entire populations and economic resources for the war.

Trench Warfare: A type of combat in which opposing troops fight from trenches facing each other. It became notoriously associated with WWI, especially on the Western Front.

Triple Alliance: An alliance before WWI between Germany, Austria-Hungary, and Italy, which was intended to counterbalance the Triple Entente.

Triple Entente: An alliance before WWI between France, Russia, and the United Kingdom, formed in response to the threats posed by the Triple Alliance.

Ultimatum: A final demand or statement of terms, the rejection of which will result in retaliation or a breakdown in relations. For example, Austria-Hungary's ultimatum to

Serbia after the assassination of Archduke Franz Ferdinand helped spark WWI.

War of Attrition: A prolonged war or conflict during which each side seeks to gradually wear out the other by a series of small-scale actions.

Zimmerman Telegram: A secret diplomatic communication issued from the German Foreign Office in January 1917 that proposed a military alliance between Germany and Mexico in the event that the United States entered WWI against Germany. Its interception by the British and subsequent publication in the US helped sway American opinion in favor of joining the war on the side of the Allies.

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Harold Hutchings is a resolute and enthusiastic history teacher with a wealth of experience and a strong academic background. He holds multiple Master's degrees in Educational Leadership, Teaching at the Secondary Level, and History, along with a Bachelor's degree in History with a foundation in Educational Theory and a Minor in Speech & Performing Arts. Harold is actively involved in professional societies including *Phi Alpha Theta* (ΦΑΘ), an American academic honor society for students and professors of history; *Kappa Delta Pi* (KDP), a professional honor society in education; and *the Organization of American Historians* (OAH), a professional society dedicated to the teaching and study of American history.

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